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ABSTRACT

The results of an APEID (Asia and the Pacific Programme of Educational Innovation for Development) workshop on producing textbooks and other teaching and learning materials, especially in reading, for the first level of education are provided in this book. An initial overview presents the objectives and the organization of the workshop. The second part of the report includes a summary of the existing educational setting and recommendations for making changes in six countries: Bangladesh, Maldives, Republic of Korea, Socialist Republic of Viet Nam, Sri Lanka, and Thailand. This section also reviews briefly studies of Thai language skills and child development, discusses a Thai language teaching program in grades 1 and 2, explores aspects of the New Zealand reading experience, and outlines Malaysia's new primary school curriculum project and education in Papua, New Guinea. Part three describes factors in each country influencing instructional materials development and teaching and learning methods, and includes a table with relevant information. The fourth part deals with topics related to production, distribution, utilization, and evaluation of teaching and learning materials, while the fifth and last part contains suggestions for revitalization and reform of present production systems and structures. (EL)

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APEID

Asia and the Pacific Programme of Educational Innovation for Development

TEXTBOOKS AND RELATED TEACHING/LEARNING MATERIALS

FOR PRIMARY CLASSES

A Report of a Sub-regional Workshop on the Development of Systems and Structures for Producing Textbooks and Other Related Teaching/Learning Materials, Bangkok, 17-27 September 1984.

U.S. DEPARTMENT OF EDUCATION
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UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC

Bangkok, 1985

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Part One

OVERVIEW

Introduction

Within the framework of Unesco's Asia and the Pacific Programme of Educational Innovation for Development (APEID), the Department of Curriculum and Instruction Development of the Thai Ministry of Education, hosted a Sub-regional Workshop on the Development of Systems and Structures for Producing Textbooks and other related Teaching/Learning Materials at the premises of the Curriculum Development Centre in Bangkok, from 17 to 27 September 1984.

This Workshop was the second APEID activity of this type and it was organized for the benefit of the countries which did not participate in the Regional Seminar on Textbooks and Reading Materials held from 3 to 12 October 1983 in Wellington, New Zealand.

While the first Regional Seminar on this subject was based on the New Zealand's experience and their "Ready to Read" Project; the present Sub-regional Workshop followed the Thai National Pilot Workshop on Development of Textbooks and Reading Materials-held before the Sub-regional Workshop, from 3 to 14 September 1984 at the Curriculum Development Centre, so that the participants of the Sub-regional Workshop benefitted from the Thai experience revealed during the Thai National Pilot Workshop.

Objectives of the Sub-regional Workshop

The Workshop focused on textbooks and other teaching/learning materials for the first level of education, particularly reading materials. The objectives of the Sub-regional Workshop were to:

a) review the national practices and programme for the development of reading in the initial primary grades, with particular reference to the use of textbooks and other teaching/learning materials;

b) make an in-depth study of the national approaches for orientation and involvement of teachers, parents and supervisors in the process of determining content and methods of teaching/learning and preparation of instructional materials;

c) explore various issues, growth points and problems relating to the mechanisms and processes of preparation, production, dissemination and utilization of textbooks and other related materials;

d) consider problems relating to the reduction of the cost of textbooks and other teaching/learning materials, while improving their appearance, quality and durability, and

e) consider organization of research and development activities as a follow-up to this Workshop in the participating countries to disseminate the growth points in respect of promotion of early reading and the preparation of textbooks and other teaching/learning materials and develop an effective use of the instructional materials, particularly textbooks and reading materials and institute necessary programmes of training and orientation.

Participants and countries

The 19 participants to the Sub-regional Workshop from eight countries were educational planners/administrators and curriculum developers responsible for the planning of textbooks and other teaching/learning materials for primary education from Bangladesh, Maldives, Republic of Korea, Sri Lanka, Thailand, Socialist Republic of Viet Nam and in addition some resource person-participants and observers who contributed to the Workshop by presenting the experiences of Malaysia, New Zealand and Papua New Guinea.

There was one participant each from Maldives, Republic of Korea and Sri Lanka, two each from Bangladesh, Socialist Republic of Viet Nam and Thailand; one resource person-participant from New Zealand, two resource person-participants from Thailand, one observer from the Southeast Asian Ministers of Education Secretariat (SEAMES); three observers from Viet Nam and three observers from Thailand.

The list of participants, resource person-participants, observers and officers of the Workshop is given in Annex 1.

Opening of the Workshop

The participants were addressed by the Deputy Director-General of the Department of Curriculum and Instruction Development, Mr. Pramodya Chaiyakit and by the Director a.i. of the Unesco Regional Office for Education in Asia and the Pacific (ROEAP) – Mr. Akihiro Chiba.

In his address, Mr. Chiba, Deputy Director of Unesco ROEAP, expressed his gratitude to the host institution, organizing the activity jointly with Unesco, and welcoming the participants pointed out the key central issue in this workshop – the improvement of reading for initial primary grades, and the development, distribution and utilization of textbooks and reading materials.

Mr. Pramodya Chaiyakit welcomed the participants to the Workshop and introducing the aims of the workshop expressed his belief that the workshop would be of great benefit to the region, by promoting reading habits amongst children in the early primary stage.

The Workshop was formally opened by H.E. Mr. Chuan Leekpai, Minister of Education, Government of Thailand. In his inaugural address H.E. Mr. Chuan Leekpai stated that any attempt to promote reading habits among young children, such as this workshop should always be encouraged. "I sincerely think that all of us are fortunate to live in an age whereupon a wide range of knowledge can be acquired through reading," stated the Minister of Education, adding that judging from the stated objectives, he was confident that the workshop would be practical as well as stimulating and he declared that, in view of this, the workshop of such kind was most welcome.

The texts of the welcoming addresses and the inaugural address are provided in Annexes 2, 3 and 4, while Annex 6 presents the closing speech of Mr. Pramodya Chaiyakit, Deputy Director-General, Department of Curriculum and Instruction Development at the end of the Meeting.

In addressing the participants to the Seminar in the beginning of the working session, Dr. Abdul Latif, Chief of the Asian Centre of Educational Innovation for Development (ACEID), expressed gratitude to the organizers of the Workshop for their preparatory work, and he also elaborated on the background and the aims and objectives of the Workshop, pointing out that the present Sub-regional Workshop was based on the Thai experiences, highlighted during the preceding National Pilot Workshop on Textbooks and Reading Materials, held in Bangkok, from 3 to 14 September 1984.

Mr. Alexander Dyankov, Specialist in Instructional Materials at the Asian Centre of Educational Innovation for Development, the secretary of the Workshop, presented the working documents of the workshop and the exemplary materials brought for display by the participants of various countries, and also those provided by the host institution and by the Unesco Regional Office and elaborated on the various agenda items, prepared by a special Task Force, comprising of staff of the host institution and Unesco ROEAP staff.

Election of officers of the Workshop and adoption of work schedule

The participants elected, under the Workshop directorship of Mr. Pramodya Chaiyakit, the following officers of the Workshops:

Chairman	:	Mr. Siri Siributr (Thailand)
Rapporteur	:	Mr. H.R. Chandrasekera (Sri Lanka)

The provisional schedule of work, prepared by the secretariat of the Workshop was adopted with slight amendments (Annex 5).

Countries presentations

The various countries presentations made at plenary sessions were followed by many questions and discussions, which highlighted the countries shareable experiences, achievements, major issues, problems and various strategies developed to overcome them.

Group work

Topics of common interest to the participating countries were selected for in-depth study through plenary sessions, followed by group discussions, which resulted in the preparation of the Draft Report of the Workshop.

Visits and formal functions during the Workshop

During the ten days of the Workshop visits were made to two schools; one pilot school in an urban area and one suburban school. In both schools, all primary grade I to III classes were observed carrying out a variety of activities, to enable participants to see the context in which primary textbooks and supplementary materials were used.

Two visits were also undertaken to private and government publishing cum printing enterprises, to provide participants with opportunity to observe the organization and actual process of setting and printing textbooks and other teaching/learning materials.

Social activities included a welcoming dinner hosted by the Minister of Education and lunches, hosted by the Publishing and Printing Enterprise, Thai Watana Panich, Prachanives School, Kurusabha Printing and Publishing Enterprise. The participants were also taken to a scenic and historic site called "The Ancient City" and a tour in the Bangkok area.

Part Two

SUMMARY OF COUNTRY EXPERIENCES

A. National practices and future programmes for development

Each of the participating countries has established various organizations and agencies to produce and distribute textbooks and related printed materials appropriate to its conditions and needs. These organizations and agencies work in relation to the economic, social, and political conditions in each country. The structure of the organizational system is relevant only to that particular country, and is unlikely to be transferable in its entirety to any other country. However, there are common functions carried out by the organizations in each country. These functions are presented in the following summaries of countries experiences:

BANGLADESH

Bangladesh has a literacy rate of only 20 per cent. A Universalization of Primary Education (UPE) programme was launched in 1981 and a Community Learning Centre Project was started in 1982 to enhance the UPE programme. It is estimated that by 1985, 90 per cent of the primary-age children will be in school.

Education comprises primary, secondary and higher levels, with primary and secondary education lasting five years each. Higher education may vary according to the field of specialization.

Curriculum Development is relatively new. Books written according to the recommendations of the curriculum committee have been introduced up to grade X. Books up to grade V have been revised according to the needs of the society, and are now are being printed for 1985.

Techniques for teaching reading in the mother tongue include a mixture of 'sentence' and 'word' methods. There will be a supply of 48 million textbooks in the year 1987 and the requirement is expected to grow steadily.

So far many teachers follow the traditional method of teaching but the attitude of learning is changing. The new textbooks provide ample opportunities for taking students out of the classroom and giving them some practical knowledge and experience side by side with theoretical knowledge. While teaching in the classroom, teachers use a variety of teaching aids, such as flash cards, charts, maps, pictures and other teaching aids to facilitate learning. Teacher trainers and teachers have been trained on the use of the new curriculum phase by phase.

The National Curriculum and Textbook Board (NCTB) is responsible for the development of curriculum, preparation of manuscripts, trying out manuscripts

before mass reproduction, reviewing textbooks, training teachers, publishing teachers' manuals, and conducting workshops. It is responsible for planning, financing, editing, illustrating, designing, arranging schedules for printing, procurement of materials, supervising printing, stocking and selling of books.

Steps have been taken to establish quality standard in textbooks printing and the binding of books. In order to keep the price of the books low, newsprint paper is used for the higher classes, whereas the white offset paper is used for printing textbooks up to grade III. The free books are distributed through the Office of the Directorate General, Primary Education; the other books up to grade VII through authorized agents, the books for grades VIII-X are produced and distributed through private publishers under the control of NCTB. Apart from the textbooks, other materials are also produced like workbooks, teachers' guides and supplementary reading materials. NCTB publication books are cheap (between 10 cents to 40 cents per copy).

Recommendations and suggestions

1. Ideally, printed materials should be used in place of duplicated copies for trying out the manuscripts.

2. Publishing expertise should be made available through training.

3. Improved quality of paper is recommended to be used for children's books.

4. The storage facilities should be purposefully built, well-ventilated, equipped with proper racking and correspond to other specifications.

5. Training of warehouse and delivery personnel is strongly recommended.

6. The existence of sub-standard 'notes' is a handicap for the education in secondary classes.

7. A negotiated economic rate is required for private printers to achieve an agreed and improved level of printing quality.

8. Curriculum experts and subject teachers should be involved more actively in the preparation of textbooks.

MALDIVES

Maldives comprises a group of atolls, stretching across the equator. For administrative purposes there are nineteen divisions. Out of the 1,200 islands only 200 islands with land area of 300 sq km are inhabited. The Maldivians who are mostly of the Aryan origin number about 173,000 people. The Maldivians speak Dhivehi which is the national language and has a script of its own. Islam is the official religion of the nation.

Until recently Maldives has had two systems of education, which were (a) the traditional system; and (b) the English system. Alongside these two systems there is a third one emerging, which aims at developing a modern curriculum reflecting primarily the realities and culture of the country. The policy of the Government

is to have, in the long term, one unified system of education in the country whereby all schools will gradually apply the national designed curriculum.

Of the educational ladder in the Maldives the primary level is composed of grades I to V and is for children aged 6-10 years. The Government is committed to increase the educational opportunities as well as to improve the level of attainment in an attempt to achieve universal primary education by 1995.

In 1979, the Educational Development Centre (EDC), the Professional Wing of the Ministry of Education was given responsibility for preparing the national curricula at the school level and for revising the curricula for the capital city Male, and for the atoll schools. During 1983 the EDC revised the national curricula for primary and middle schools. Teaching and learning materials which are developed on this basis will be made available to the schools for the next year.

In order to improve the production of the materials the organization has to be strengthened and the staff involved has to be trained. For this, professional advice and expertise is promptly required by the appropriate sources and organizations.

REPUBLIC OF KOREA

The population of the Republic of Korea is 40 million with a national growth rate of about 1.5 per cent annually. Korean is the national language. The traditional religions of Korea are Buddhism and Shamanism.

Under the Constitution and the Education Law promulgated in 1949, a ladder pattern school system of 6, 3, 3, 4 is in force. The Ministry, as the highest educational administrative agency, decides the basic government policies relating to education and science, makes national education plans, executes the plans, publishes or approves textbooks. The education budget for the current year takes up 20.9 per cent of the national budget. Korean school education is organized in such a way that an integrated approach is adopted in the lower grades.

Teachers' education is conducted at institutions of various types and levels, including teachers' colleges, colleges of education, courses of teachers' education and departments of education in general colleges and universities, junior vocational colleges, a correspondence college, or graduate schools of education. These institutions turn out about 40,000 teachers annually. Primary school teachers are trained at the 11 teachers' colleges.

Most books for the first grade are compiled by the Ministry of Education. There is a Council for Compiling 1st Group Books for all schools and for preparing the school curriculum. The Council consists of 21 members. The 2nd Group Books are inspected by the Ministry of Education. This inspection is carried in two steps: at first five judges inspect the books and at the second inspection three judges are commissioned to inspect the books presented for inspection.

The new curriculum of primary school (lower grades) in Korea includes eight subject areas: moral education, Korean language, social studies, mathematics,

science, physical education, music, fine arts, and extra-curricular activities, with the objectives of developing basic learning abilities, inculcating proper life habits, facilitating the physical and spiritual growth of the students, and promoting aesthetic pursuits.

Beginning reading – Korean language

The beginning reading programme is based on a process through which a beginning reader is able to comprehend the meaning of written text by interpreting all written symbols into oral language. It is important to help children to develop the ability to interpret written symbols into oral language, and the ability to understand separate words, complete sentences, and whole passages.

In teaching beginning reading, it is also very important to help children to develop skills to comprehend the written texts by themselves. The method of teaching such skills is based on the knowledge of the relationship between the nature of Korean alphabet and its phonics and the knowledge of the Korean morphological and syntactical structure. The four methods used to teach reading are word-centred, syllable-centred, phonetic-centred, and grammatical (morphological and syntactical). The word-centred method is the word-sentence-centred instruction. The syllable-centred method is a very important method in Korea from ancient times. Its style of teaching beginning-reading resembles the Japanese teaching beginning-reading. All students must learn by heart a syllable table comprising 140 combinations of 14 consonants with ten vowels.

Teaching the beginning reading curriculum includes the aims, selection and organization of contents and experience, and evaluation. The aims may be divided into main objectives which are concerned with development of comprehension skills, subordinate objectives intended to develop component skills essential to comprehension. In the selection and organization of contents and experience, and learner's developmental level and interest, the number of words, their conceptual level, the length and structure of sentences, gradual introduction of various teaching method are considered. The children's long-term comprehension ability is evaluated by summative tests, and their short term subordinate ability by formative tests. According to the result of the evaluation, the advanced children and slow learners should be provided respectively with different programmes and materials. But only one kind of programme and material for all children has been developed despite their differences. It is a future job to develop various teaching beginning programmes and materials appropriate to the differences of children.

SOCIALIST REPUBLIC OF VIET NAM

Education setting

Education in Viet Nam consists of pre-school education (school kindergarten), general education, education for adults, and higher and middle vocational education. The Ministry of Education is responsible for general education, education for adults, and pre-school education. With the implementation of educational

reform, the educational system has been changed from 4-3-3 to 5-4-3. The five years of primary schooling is considered a foundation for the whole system of education. The aim of the general education is to turn out new-type men and women with all-round development (intellectual, moral, physical, and aesthetic).

The following Organizations work in collaboration with the Ministry of Education:

a) National Institute for Educational Science;

b) Department of General Education (comprising the primary and lower secondary level of education);

c) Department of General Education (upper secondary school,);

d) Department of Education for Adults;

e) Centre for Writing Educational Textbooks and the Educational Publishing House;

f) Textbook Distribution Department; and

g) School Equipment Agency.

In order to ensure a high quality of the textbooks and other teaching-learning materials, the Ministry of Education has paid much more attention to close co-ordination among the above mentioned offices, chiefly the co-ordination between the National Institute for Educational Science and the Educational Publishing House and the Centre for Writing Educational Reform Textbooks.

Curriculum development and production of textbooks

Since the 1981-1982 school-year, the general education from the grades I to IX throughout Viet Nam has been subject to an educational reform. Newly-written textbooks and other teaching/learning materials have been used.

In the process of writing textbooks for the first three grades of the primary schools much attention was paid to the following factors:

a) building a close relationship between the teaching of the Vietnamese language and the teaching of literature;

b) introducing innovations in the method of teaching reading and writing; and

c) improving textbook illustrations.

The high quality of the newly-written textbooks was achieved by enhancing the role of writers and poets in producing educational materials; and involving all teachers and other educational personnel throughout the country in examining and evaluating the quality of newly compiled textbooks.

Textbooks and related teaching/learning materials

Textbook planning and distribution

Based on annual planning, in accordance with the requirements of textbooks and other teaching/learning materials, textbook planning is subject to approval by the Ministry of Education.

In recent years, 300 titles have been produced annually. The number of copies has reached 17 million, out of which textbooks for grade I of primary school number 2 million.

So far there are three sources for supply of printing paper in Viet Nam: own production, import from the Soviet Union and UNICEF help. Various attempts have been made to improve the quality of textbooks while reducing their production cost.

The Ministry of Education has its own book distribution system from central level to district levels (the district book distribution is made directly to the schools and pupils). In order to ensure sufficient number of textbooks and other teaching materials pupils can borrow books from the library, rent books with lower price, or buy books.

Enhancing child development through textbooks and other teaching/learning materials

In the process of writing textbooks and other teaching materials, the following factors which are significant for developing language skills have been considered.

1. Children acquire easily concrete and vivid language which has a close contact with the environment. Related to this is a major problem that the pupils in different areas of the country (North and South, mountainous, urban and suburban areas in the whole country) acquire different dialects. Thus, the pupils' language development and skills depend, to a large extent, on the local environment, family status, culture, and other factors which the school should take into consideration. An attempt to rectify this problem was made by placing the focus on choosing words, and appropriate illustrations. At the same time some explanatory notes at the end of the texts have been included in order to aid pupils from different areas to develop proper literary language skills (for example, people in the Northern provinces call mango 'muom', while those in the Southern provinces call mango 'xoai'). New approaches and methods of teaching language have been adopted while writing textbooks and other teaching/learning materials.

2. Children's language development starts from perceiving the nearest things from the immediate environment and gradually broadens at a later stage. Therefore in writing textbooks and reading materials it is necessary to pay proper attention to the choice of words, themes, topics which are closely related to the pupils' everyday life and work (school life, family life and everyday activities). It is necessary to gradually introduce familiar words and themes related to the pupils, everyday life, but it is also important to determine the vocabulary in their language development and skills at various stages of education.

3. Children perceive things as a whole, not in separate elements. Children's language receptivity also stems from a sentence (speech act) in a concrete context and situation. For this reason they are not taught reading word by word but in a chosen sentence taken from a context in which language is used. The above-mentioned idea has also proved that in the acquisition of language, cognition precedes semantic and syntactic. Various language exercises and appropriate methods are used in the textbooks to help pupils to improve their language and skills.

Illustration (pictures, photographs) plays an important role in textbooks especially during the first three grades.

4. The language development activities of the pupils are not only restricted to the classroom but the family at home also plays an active role in pupil development. Textbooks and teachers' guides should create conditions favourable for both teachers and pupils to achieve this language development.

5. While at the pre-school education stage the direction in teaching language is towards "Playing for Learning", the direction of teaching-language at primary school level is "Learning through Exercising". It means that stress should be laid on pupils language activities, through various methods and techniques which the teachers deliberately use in the classroom and parents use at home.

The urgent tasks of the Educational Publishing House and the Centre for Writing Educational Textbooks according to the new educational reform are to use research methods to study psychological and sociological factors in language development and skills; and based on the research results, to choose appropriate methods and techniques for effective teaching and learning language, and to develop reading skills.

SRI LANKA

Sri Lanka has a population of about 15 million people composed of multi-social and multi-religious groups. About 75 per cent of the population of Sri Lanka is Buddhist.

The educational system of the country can be divided into general; vocational/technical; and higher education.

Primary education is compulsory and consists of six grades. The main emphasis in the grade I curriculum is on the provision of opportunities for the observation and appreciation of the physical environment, acquisition of basic skills in literacy and numeracy and understanding of social life and culture. Subsequently, religion, first language, mathematics, environmental studies, aesthetic studies, creative activities and English are introduced.

The enrolments in the different cycles of education have increased from 74 per cent in 1971 to 84 per cent in 1981. There is a Curriculum Development Centre under the Ministry of Education, which is responsible for the design and revision of the school curricula for the different levels of general education.

Textbooks and related teaching/learning materials

Integrated science is one of the subjects of the common curriculum of grade V in the secondary cycle. The Ministry of Education has launched a project for designing and producing low-cost science kits. The teaching of English from grade III, the Educational Television Service, and Population Education are some of the salient features in the system.

The teacher education programme is of three years duration and is offered at 25 Teachers' Colleges. Pre-service teacher training, professional training for graduate teachers, distance teacher education, and in-service further education of teachers promote the professional growth of the teachers.

Sports and extra-curricular activities form very important parts of the educational programme.

The supply of free textbooks from grade I to grade IV, provision of free snacks to all children in the lower grades of the primary cycle and scholarships at grade V and at university level, are some of the incentives provided.

School clusters and school zone systems are now in a process of evaluation and will be introduced from 1985 on an island-wide scale.

In 1984, 145 titles of books have been printed. In addition to this, some supplementary readers have also been published together with translations of necessary books for higher education, including the writing of glossaries and dictionaries.

The total expenditure on book production for 1984 is estimated as Rs. 60,000,000.

Those involved in the preparation of textbooks are the Advisory Board; writers; Curriculum Development Centre; publishers; the chief editor and his staff; and artists.

The Advisory Board is guided by the Government policy of textbook writing. It is selected by the Commissioner of Educational Publication who is ultimately responsible for the finished product. The Advisory Board consists of representatives from all sections of personnel involved in the preparation of textbooks. University professors, subject specialists, practising teachers, teacher educators, C.D.C. representatives, and writers decide upon layout of the book and the other details. The Publisher (departmental) will be present at this meeting and will place his suggestions for the Board's approval.

Once the manuscript is ready, a meeting of the artists and illustrators together with the writers will be held, chaired by the commissioner, to decide the type of illustrations and drawings necessary for the book. After the meeting, the artists will then proceed to draw. Once the drawings are approved, the manuscript is sent for printing. This part of the work is supervised by the assistant commissioners, until the final product is ready. The final authorization of approval is done by the commissioner himself.

THAILAND

Thailand's population is estimated at about 50 million, of whom at least 80 per cent are of Thai stock. The principal minority groups are an estimated 3-4 million ethnic Chinese, located in the larger urban areas, about 900,000 Malay-speaking Muslims in the Southern provinces; 500,000 Mons and Cambodians; approximately 300,000 hilltribesmen in the north and 50,000 Vietnamese, mostly in the northeast. Buddhism has long been the religion of the majority of the Thai people. Thai is the national and official language.

With the implementation of the present National Education Scheme (1977), the educational system has been changed from 7-3-2 to 6-3-3 whereby a six-year primary schooling is compulsory, followed by a three-year lower secondary and another three-year upper secondary.

The Department of Curriculum and Instruction Development (DCID), Ministry of Education, is in charge of curriculum development, preparation of textbooks, supplementary readers and materials, guidance, educational assessment and testing, and educational research and development. The Curriculum Development Centre of the Department is responsible for development of curricula, while the Book Development Centre is responsible for textbooks and other reading materials for primary and secondary education.

Since the promulgation of the former Primary School Curriculum (1960) a number of researches were conducted on the effectiveness of the Curriculum and on students' achievement in various subjects. A seminar, a workshop and a study group were organized to determine the strengths and weaknesses of the 1960 curriculum and to survey various curriculum designs which could be used as a basis for future curriculum reorganization.

The Curriculum Reorganization Committee and the Sub-committee for Primary Curriculum Reorganization were set up to analyze the 1960 Primary School Curriculum and to formulate the aims, policies and structure of the new primary school curriculum.

Subsequently, four working groups were established in accordance with the structure of the new curriculum which comprises four main areas of learning experiences – namely – tool (or basic skills) subjects, life experiences, character development and work-oriented experiences. These working groups consisted of teachers, supervisors, subject specialists, representatives from various government and private agencies, as well as experts on curriculum development, evaluation, educational technology and psychology. They were responsible for developing curriculum content and teaching/learning materials.

Drafting and try-out then followed. Sixty-five schools were selected to try out the drafted curriculum and learning materials in terms of their relevancy and feasibility. The try-out procedure was carried out twice for each grade, with the first trial beginning in 1976 for grade I, 1977 for grade II, 1978 for grade III and so on. Grade I materials were then revised at the end of 1976 and the second trial for grade I began in 1977. Similarly, a second trial for grade II began in 1978, for grade

III in 1979 and so on, until all six grades were completed. The final draft of the new curriculum and learning materials was completed and promulgated in 1977, and implemented in the following year.

The new curriculum concentrates on the subject of Thai language. Although Thai is the national language and has developed itself for over 700 years, teaching and learning Thai have not been as successful as one would have desired. While the illiteracy rate has fallen to 15 per cent studies have shown that many people who have completed primary school education tend to let their reading and writing skills lay idle and soon forget how to read and write.

Prior to the use of the Primary School Curriculum of 1978, many studies and evaluations were done on teaching and learning methods of Thai language, which also included school curricula, learning materials and pre-service and in-service training at teacher training colleges and universities. The studies uncovered the following major points, all of which lead to the need for a new approach to the teaching and learning of Thai in primary schools:

a) Firstly in the past, emphasis has been put on reading and writing whereby people tended to develop difficulties in speaking and expressing themselves. In learning and teaching a language, however, it is important that one considers the nature of language in which listening and talking come first. Listening and speaking are the basics to reading and writing;

b) Secondly emphasis is to be shifted toward a person being able to express himself by listening and speaking rationally and appropriately and being able to communicate effectively with others; and

c) Lastly Thailand has yet to develop itself into a readers' society and reading habits should be encouraged.

The new curriculum emphasizes teaching methods. Teacher training programmes and teachers' manuals will play an important role in the development of teaching methods and learning activities. For those teachers who have been used to the old methods of telling students to read and memorise, they will need to undergo new training.

A teachers' manual for Thai language will be an important document to be used at all times because of its detailed explanation of the curriculum and its suggestions on the methods of teaching. The manual also includes explanations for concepts, goals, materials and learning activities. Textbooks will remain significant in Thailand's educational system but will not be used alone. Rather, workbooks and supplementary readers will increasingly become major parts of the learning materials. The workbook is designed for use in conjunction with the textbook chapter by chapter, at the end of which students do the exercise designed for the respective chapter.

Supplementary readers, on the other hand, are story-books with stories and characters related to those in the textbooks for Thai language. These supplementary readers are not fixed for a particular grade and any one of the books may be read at

any time by any person interested. The purposes of using supplementary readers are to encourage and instil the love of reading at early age.

The DCID, also acting as publisher of textbooks and workbooks for primary education, has co-operated with Kurusabha, a semi-governmental agency, for the mass production of textbook and workbooks to be implemented each year in primary schools all over the kingdom. It is estimated that there will be about 7 million children in the primary schools each year and that there should be about five textbooks and workbooks published for each grade. Thus, Kurusabha will publish around 35 million copies of the textbooks and workbooks for grades I-VI each year.

A great number of textbooks and workbooks to be produced each year will be bought by the Office of the National Primary Education Commission for distribution to about 25-50 per cent of children of about 30,000 primary schools under its supervision. The Municipalities will buy a number of copies for distribution to about 50-100 per cent of children in schools under their supervision. The remaining copies will be sold in the book markets for those who cannot borrow textbooks from school.

Kurusabha, the printer of the DCID's textbooks and reading materials, is responsible for the distribution of textbooks to concerned authorities. For selling, Kurusabha will send such reading materials to 200 wholesalers who will pass them to 2,000 retailers for further selling to about 30,000 to 40,000 schools all over the country.

The Book Development Centre of the DCID will be responsible for sending supplementary readers to the District Primary Education Offices of 72 provinces for their further distribution to school libraries. Those produced by private publishers, will be sold in various book markets and also directly to the schools that order them.

Following the implementation of the learning materials for Thai language for all six grades, the 1978 Primary School Curriculum has shown fairly satisfactory results. The primary school children are markedly improved in their confidence to speak and to express their ideas. They also show an increasing interest in reading. However, the Curriculum implementation is not without problems: book shortages in the provinces, low quality of textbooks and supplementary readers, a great number of teachers who are using old teaching methods and ignoring teachers' manuals, and also teachers who are not using the language correctly and setting bad examples for students.

The following recommendations are made to overcome the above-mentioned problems: adequate preparation time, designation of an editor responsible for each book's content and graphic design, sufficient time for preparing books for printing, selling and distribution. Kurusabha ought to expand its publishing and distributing capacity to the north, northeast and south of the country for a more efficient performance. At the same time, in response to the children's increasing need for reading materials in the provinces, Kurusabha should become the central distributor of all supplementary readers, either published by the Ministry, or by private

publishers. Moreover, preservice and in-service training for teachers should be provided and their importance emphasized. Since children begin their learning process at home, even before formal schooling, parents are also encouraged to take part in the children's education by preparing them for school. School education will be then much more effective.

B. Selected Thai and other country experiences

REVIEW OF STUDIES IN THAI LANGUAGE SKILLS AND DEVELOPMENT OF THAI CHILDREN*

In Thailand, even though many studies were undertaken in the area of language skills and development, they were still scattered here and there. A study paper was then intended to bring as many available and important research studies along this line as possible, to make a review and also to synthesize them. It was found that there were at least four operational definitions used by different researchers.

One group of researchers defined Thai language skills and development in terms of measuring reading ability, listening ability, writing ability, and comprehension. The second group defined them in terms of learner's mental aptitude (based on Guilford's Brain Capacity Theory) and cognitive level (based on Piaget's cognitive theory). The third group defined them in terms of level of difficulty in words or vocabulary recalled and written within a limited period of time. The last group used the achievement in the Thai language subject as their definition for language skills and development.

Besides these different approaches, it is notable that the investigators tried to relate Thai language ability and skills with several variables such as age, level of maturity, educational or grade level, type of school, home background, family socio-economic status, parental occupation, ethnic origin, language spoken at home, learning opportunity, urban-rural location, thinking or conceptual style, motivational factors, facilitating learning factors, psychological and sociological factors.

The cross-sectional approach was more often employed than the longitudinal one. Subjects chosen for the studies were mainly children in primary and secondary levels. Consequently, the subjects at pre-primary level were rarely involved.

Despite differences in operational definition, study approach, instruments used, complexity of research design, techniques of analysis, and different samples used, it could be observed and concluded in the review of these research investigations, that theory, when combined with research investigation and method, could provide a means by which the language development problems and issues might be resolved.

In addition, current and innovative approaches to the teaching of reading in terms of learning principles may give impetus to the use of the present learning theory and experimental methodology in the study of some of the language issues involved in the process of reading acquisition.

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* by Chancha Suvannathat

THAI LANGUAGE TEACHING PROGRAMME – GRADES I-II*

Compared to New Zealand, Thailand has not been a reading society even though the Thai population at large is, at present, appreciative of formal learning in schools. The majority of parents expect their children to attend schools but either cannot afford book prices, or are unenthusiastic about childrens' reading at home, or void of the concept of books as an essential commodity in daily life. Reading skills are therefore, more or less, acquired with pain. At home, with some few exceptions, there is nothing for a child to read. Reading habits have not been fostered, and in many cases, whatever reading skills children acquired during their school years have not been maintained due to lack of practising reading.

The present Thai alphabet and writing/reading system were introduced more than 700 years ago, and have been slightly adapted during the course of time. However the teaching of writing and reading was mainly for religious purposes, or for the enjoyment of literature. The values of written language and mathematics for business and official transactions have also been given some recognition. The learning of language skills in the past, emphasized spelling, principles of Thai language, e.g. consonants, vowels, classification of consonants according to their tones, intonation marks etc. and vocabulary. Early primers such as Chinda Manee, Babrian Luang (Royal Textbooks Series), Babrian Rew (Quick Learning Textbooks Series) are similar in contents and approaches. Written language, or book language was taught.

It has been the belief of the teachers of reading that reading skills can be acquired only through reading. In the past, supplementary reading materials were produced specially for the children to practice reading and to enjoy reading literature. This, however, has been the practice of only small groups of people. Main factors which hinder the spread of reading are: (i) difficulties in meeting challenges of unfamiliar words, and words derived from foreign origins, Pali, Sanskrit and Khom languages; (ii) discouragement due to inability to remember, and to understand principles of Thai language; and (iii) unavailability of suitable reading materials.

Researches, studies, observations and responses from teachers and students, together with social, economic and political change, as stated in the national development plans and the revised national education scheme, and the revised national curriculum, result in the successive issuing of new primers to meet the changing needs, policies and educational objectives. The new primary education curriculum, which came into force in 1977, necessitated innovative methods of teaching/learning and a new set of teaching/learning materials.

The general education goals of the new curriculum are to provide basic education for all Thai citizens and to promote total development of students: physically, mentally, emotionally, morally, and economically.

The teaching/learning approaches and materials were designed to meet these objectives. Language learning textbooks and supplementary readers were prepared to enable classroom teachers to effectively conduct classroom programmes. The

* by Maenmas Chavalit

teachers' manual give details on how classes can be conducted and how the textbooks can be introduced.

Language learning is meant for communication, acquisition of information and knowledge, recreation and appreciation of literature. The textbooks should also provoke critical thinking, and sound judgement, as well as encourage a child to master language skills. The approaches are therefore total approach and word approach. The manual suggests classroom programme activities which include relevant activities such as story telling, drawing, singing, role playing, educational games and so on. Children's voluntary participation in these activities is to be promoted. These activities will also help to build up confidence and self-reliance in a child.

Reading readiness programmes (pre-reading) must be conducted before the introduction of the textbooks. Eighteen work plans are suggested, and this period will last about 5-6 weeks. Reading materials, fully illustrated, have been prepared to help the teachers to conduct the reading readiness programme.

SOME ASPECTS OF THE NEW ZEALAND READING EXPERIENCE*

The New Zealand education system is free, secular, and compulsory. Compulsory education begins at the age of six and continues until the age of fifteen. Most children start school at five, and leave school at sixteen after taking the national School Certificate Examination.

It is the practise for children to start school as soon as they turn five. The result is that there is a continuing flow of five-year-olds entering primary schools throughout the year. Thus the child is treated as special for the first few weeks. This new entrant group consists of about six to ten children, and the children get away to a good start in their schooling.

The broad aim of the primary school curriculum is to help each child to develop fully as an individual. The curriculum of the primary school is made up of syllabuses – reading, English language, mathematics, science, social studies, art and craft, music and physical education. The syllabuses are broad statements of aims and principles, knowledge, skills, and attitudes to be developed, along with the content to be covered. Each school, on the basis of the syllabuses, develops a school scheme for the level and needs of children. Class teachers are then required to develop class programmes to match the school scheme and syllabuses. These are approved by the school principal and the district senior inspector. Schools have considerable latitude in developing programmes to meet the needs of their pupils, and selecting the methods of implementation and the resources, and equipment to be used.

There are eight beliefs underlying programmes for teaching of reading in New Zealand schools.

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* by Terence Taylor

1. Reading programmes should be centred on the interests and needs of the child.

The teacher reads stories which both the teacher and children find interesting and rewarding. The reading of well-known songs, rhymes, and poems can be included in this approach.

Advantages	Limitations
Familiarizes children with the language of books. Helps children discover that books are worthwhile.	May reflect the teacher's interests rather than children's preferences. Does not allow for children to process print independently.

However, this can lead into ways of learning letters and the alphabet. Such as:

a) build up a large, clear wall frieze of the alphabet, get the children to add examples to it regularly, and show them how to use it;

b) see that a variety of attractively illustrated alphabet books and simple dictionaries is available, and give guidance on their use;

c) get the children to make their own alphabet books, individually, as a group, or as a class, using children's drawings or magazine cut-outs;

d) provide, and encourage the use of, alphabetically–arranged world files for use in the children's own writing;

e) have shared reading and songs which use alphabet rhymes and games;

f) play alphabet games, such as *I Spy;*

g) use magnetic letters, coloured paper cut-outs of letters, sand-trays, sandpaper and felt letters, tracing paper; and

h) help children to listen and look for differences by noting "the odd one out" in sequences such as: tip top *dip* tap, dig dug dog *big, tap* tip dip sip, pop pep *bop* pip.

Note: Marie Clay says: "The child cannot afford to waste time on letter games when he/she could be reading well-chosen books".

2. Reading for meaning is paramount.

This is the language-experience approach using children's personal experience as a basis for preparing and recording a written statement followed by reading and frequent re-reading.

The children's own text, based on their own language feelings and thoughts is not bland or colourless – the language structures and vocabulary used may be more lively than that found in many supplementary readers. For example, from a five-year-old "I spent my lunch money on space Invaders, and Jimmy gave me a sandwich, but I was ravenous when I got home."

These are speaking and listening modes and are enriched through exploring, thinking, and feeling. As the children progress the approach is extended to bring in the other two modes of reading and writing.

Talking, writing, and reading can be based on common school experiences: a field trip, a visitor to the classroom, a play, or an experiment, as well as on individual and personal experiences – as above – to do with people, friends, or family. The happenings in children's lives don't have to be spectacular to be interesting. A child's widening world is full of new things to be and see.

Advantages	Limitations
Child centred. Makes the connection between spoken and written forms of language. Offers familiar language Provides meaningful text. Encourages memory for text.	Restricted to child's vocabulary. Does not give experience with "book language".

3. Reading must always be rewarding to children.

We describe this as *shared reading*, where both teacher and the children join in the reading of a familar story. This method builds on the experience that many parents have stimulated and delighted the child with stories, identify the characters, their actions, talking about the pictures, encouraging prediction, joining in, singing along or chanting refrains. Children with such a background of rich book experience are well on the way to becoming readers. The main purpose of shared reading is support for the child. Here the use of enlarged books, such as commercially made, teacher or parent made, or child and teacher made, is ideal. Such support will ensure that the children can:

a) enjoy material that they cannot as yet read for themselves;

b) appreciate the story as a whole, in much the same way as a completed jigsaw puzzle is viewed without attending to each individual piece;

c) be introduced to the riches of book language;

d) be carried through the difficulties which would otherwise cause them to lose pace and distract them from understanding and enjoyment;

e) be given opportunities to develop the strategies of prediction, confirmation, and self-correction, so that they can use these when reading books independently; and

f) most important of all, enjoy the same sense of wonder, satisfaction, and comfort they felt when they were read stories at bedtime.

Advantages	Limitations
Offers rich book language, new vocabulary, and growing familiarity with conventions of written language. Gives access to interesting, lively literature that may be beyond children's present reading capabilities.	Some children may develop a memory for text, with little other basis for self-correction strategies.

4. Children learn best "on task", that is, by reading texts that have meaning and are rewarding. The guided reading approach.

The children and teacher work their way through the text of a story which provides some challenges but is not too difficult for the children. The teacher introduces the book, discusses concepts, and asks questions which set a purpose for reading the text. The reading will often be silent. Prediction of an unknown word followed by use of language knowledge and sound-to-letter associations to confirm predictions or make self-corrections which is an essential part of this process of thinking through the text to explore new ideas and feelings and to extract the message intended by the author.

By the time they begin to read any particular part of full text on their own, the children should:

a) know that the reading will inform or entertain them;

b) have certain questions in mind which they expect the text to answer;

c) have some knowledge of how to cope with the difficulties they will encounter;

d) know what to do when they finish; and

e) feel eager to get under way.

Advantages	Limitations
Deepens understanding of the text. Presents many opportunities for teaching to overcome difficulties as they arise. Encourages silent reading.	Choice of the text depends on teacher's assessment of group capabilities and interests.

5. The best approach is one which consists of a combination of approaches.

Independent reading is the fifth element of a balanced reading programme. The children read on their own, in a variety of situations and for a variety of purposes, stories of many different types which present relatively few difficulties and are found to be rewarding. "Clocking up reading mileage" makes skilled, independent readers. Time should be set aside for independent reading every day, not only books, but labels, letters, print of all sorts is an integral part of a reading programme. The insights gained through a teacher's observation of child's independent reading can be used in planning a balanced programme. Observe such points as:

a) becomes absorbed in stories or just flips pages aimlessly;

b) makes use of the illustrations or just gives them a cursory glance;

c) seeks help immediately when meeting a difficulty or tries to overcome it without help;

d) enjoys returning again and again to familiar and well loved stories; and

e) consistently chooses books that present too many difficulties, or restricts his or her choice to books that present few challenges.

Thus the insights gained through such observations can be used in planning a balanced programme.

Advantages	Limitations
Caters for individual abilities, interests, opportunities to practise self-monitoring on "real" reading.	Children may choose books that are too difficult. They may limit their choice to the same type of material.

6. The best "cure" for reading failure is good first teaching. It is better to provide help to children beginning to have problems in learning to read, before they become failed readers. These problems should be indentified after nine to twelve months of reading. These children are given 20 minutes a day on a one-to-one basis by a specialist reading teacher.

These questions could be asked when evaluating children:

a) Do the children have a growing interest in books and in writing?

b) Does the programme allow for children to progress at different rates?

c) Are there opportunities for children to speak, listen, read, write interact, and so build up self-esteem through success?

d) Are children encouraged to ask questions?

e) Is there a good supply of easy reading material for children to choose from for independent reading?

f) Is the teacher observing the progress children are making in situations other than during direct instruction?

g) Do the children constantly seek meaning from print, integrating their knowledge of the world, of the structure of language and of the details of print?

h) Is there good liaison between home and school, so that the parents are aware of the way reading is being taught in the school? The "first day" book is an example.

i) Are children's different social and cultural backgrounds being taken into account?

7. The quality and range of the child's experiences before entering school greatly influence the ease with which most children learn to read. It is the school's responsibility to accept children as they are and to provide programmes which are a continuation of, and build on, each child' experiences prior to school entry. A balanced programme is basically one to be made by the teacher in the light of the assessed needs of the children and their response to the programme offered. Children need to know these concepts about print:

a) which end a book starts at;

b) what the cover and title pages are;

c) that the illustrations relate to the text;

d) that the left-hand page is read before the right-hand page;

e) that the message starts at the top of a page, moves along lines from left to right, returns to the left on the next line, goes down the page line by line, and continues at the top of the next page;

f) what constitutes a letter, a word, and a sentence;

g) what the first letter or cluster of letters in word are;

h) the significance of capital and small letters;

i) the functions of space in relation to words, line-ends, sentences, paragraphs;

j) the uses of punctuation, particularly of the full-stop, the question mark, and speech marks.

Here children should be introduced to the school library as soon as possible. The teacher should help children to feel at home there and make the best use of its books and resources, and help the child to: (a) sample books; (b) browse through the shelves and display; (c) care for books; (d) select appropriate books; (e) find and shelve books correctly; and (f) appreciate the purpose of displays.

8. The foundations of literacy are laid at home. Both before entering school and while the child is at school, a close working relationship between the teacher and the children's parents is essential. For example: (a) an "open door" policy; (b) a classroom letter; (c) individual notes and letters; (d) arranged interviews; (e) making specific times available for interviews and discussion; (f) involvement in visits and excursions; (g) home and school functions and working bees; and (i) books sent home, in a slip-case, for children to read to their parents.

During the two years of junior classes an average child could be expected to take home over 200 books and supplementary readers to read to the family.

In the revision of the Ready to Read books an editorial committee or project team was set-up consisting of an education officer reading, education officer publications, editor, national co-ordinator, chief editor, chief art editor, two art editors.

Textbooks and related teaching/learning materials

Seven thousand scripts were received following an advertisement placed in selected magazines and newsletters circulated among writers' groups. As each script came in, it was considered first and foremost of its value as a story. (Authors had not been given any vocabulary list from which to work). These questions were also asked:

1. Would the story interest children in the 5-8 year old group?
2. Would it stand repeated reading from both the teachers' and children's points of view?
3. Was it suitable for reading to children (shared), with children (guided), by children (independent).

Where the answer to any of these questions was negative, the script was put aside and considered again at a later stage. If, after further consideration, the answers were still negative, the script was rejected and the author told the reason for rejection. Where the answer was positive the script was submitted to the editorial committee. All scripts were presented to the editorial committee anonymously so that a first time writer had the same opportunity as an established author.

To determine the value of a particular story and its difficulty level a grading checklist was drawn up.

Reader's interest

Worth reading-merits reader's time and attention

Credibility

Authenticity

Matches developmental stage of reader

Content not smothered by didacticism

What background experience is required?

Concept load

Story Structure

Shape

Spread of challenges (often all at end which means reader left with a sense of frustration)

Number of characters introduced and how

Length

Redundancy

Story within story

Reader's familiarity with structure

Title-what expectations does it engender? Is it ambiguous?

What has the author assumed or implied?

Style

Author's
Appropriate for content
Didactic
Anthroponorphic
Condescending

Sentence Structure

Use of connectives
Length
Variation
Change of use – verb to adverb, adjective to noun, etc.
Inversions
Simple or complex
Compound subjects
Number of clauses
Medial speech carrier
Beginnings
Endings
Plurals

Language

Figurative
Metaphors, similes
Alliteration
Anaphora
Homonyms
Natural language
Book language
Written for specific audience (eg. scientific)

Vocabulary

Written with respect for content
Restricted
Specialised
Regional differences
Cultural differences
Vocabulary introduced – then explained

Noun load

Nonsensical

Colloquial

Ambiguous

Tense

Tense in direct speech different from context

Tense of title doesn't match text

Consistency in narrative

Time

Shift

Implied

Illustrations

Support and complement text– or conflict, or dominate placement

Intrude on text

Precede rather than follow text

Provide appropriate clues

Style appropriate for age of reader

Support main episodes

Type

Serif or sans serif

Type size

Leading

Space

Punctuation (type and use)

Gimmicky print

Style and place of references and acknowledgements

Text placement

Space (see separate list)

Illustrations

Directionality

Line length

Ambiguity

Space

Between letters, words, lines, paragraphs, speakers

Around text, illustrations

Away from spine and bottom of page

Conventions of word, line, page

Paper

Opacity

Contrast

Background colour

Surface

One thousand two hundred trial books were produced for 40 schools and teachers asked to respond under the following headings:

children's interest	approach used
reading level	content
predictability	difficulties
manageable challenges	length
print size	illustrations
vocabulary	suggested changes
introductions	follow-up activities
overall rating (high) 1 to 5 (low)	

From these headings a national evaluation was drawn up, including suggested changes in the light of the trials, and presented to the editorial committee. Responses came from all sections of the community; advisers to schools in reading and junior classes, and rural schools; inspectors of schools advisers interested community groups such as the Maori Women's Welfare League, teachers' union, administrators in education; Correspondence School teachers, teachers' college lecturers, university staff, members of the National Advisory Committee of Ready to Read. Parents were often involved. Children took the books home, where they discussed and read the stories to their parents. Many responses came back from parents, which provided new insights on the material.

MALAYSIA: NEW PRIMARY SCHOOL CURRICULUM PROJECT

An overall curriculum revision of programmes at the primary level. Main objective of the project is towards total, overall, development of the child: intellectual, moral, social, physical, aesthetic.

Implementation: 1983 – 1988, Grades I through VI.

Emphasis: Mastery of – basic skills 3R's during first 3 grades.

Subjects:

Grades I, II, III: Languages, mathematics, Islamic knowledge/moral education, art, music, physical education.

Textbooks and related teaching/learning materials

Grades IV, V VI: Languages, mathematics, Islamic knowledge/moral education, art, music, physical education, man and his environment.

Elements of commerce, and manipulative skills included for grades I-VI.

Teaching strategies:

Pupil-centred, activity-based. Groupings of children by ability and randomly.

Enrichment and remedial programmes included to allow for individualized learning

Classroom-based evaluation to diagnose pupil problems and assist pupil learning.

Materials for teachers:

New Primary School Curriculum, a Framework; Subject Syllabi, General Teacher's Guide; Teacher's Guides by subject.

Materials for Pupils:

Textbooks; workbooks/worksheets; supplementary readers; kits for languages; moral education; Islamic knowledge.

Language programmes

Materials for pupils grades I, II, III:

Worksheets; textbooks; supplementary readers; language kits.

General procedure for production of pupil materials:

Activity	Agency
1. Development of Guidelines:	
Content and format, including suggested themes, language level, vocabulary; Technical specifications; Work schedule.	Curriculum Development Centre Textbook Bureau
2. Briefing to registered publishers.	Textbook Bureau Curriculum Development Centre
3. Writing and illustrations.	Publishers
4. Evaluation of manuscripts.	Textbook Bureau (+ Specialists)
5. Printing and distribution.	Publishers

PAPUA NEW GUINEA

In Papua New Guinea, many schools have few facilities and limited storage and display space. Teachers and children are generally not skilled in handling or using a large variety of textbooks and reading materials.

In an attempt to meet these problems, the Department of Education introduced a grade I Language Programme comprising two detailed teachers' guides, a flip chart, flash boards, picture cards, activity books and only two readers. These were delivered to schools as a boxed set that catered individually for up to 40 students. It was intended that the sturdy, and attractively made box would not only protect the materials for delivery but would also provide the teacher and his/her class with somewhere to safely store the materials when not in use; particularly over weekends and vacations.

The materials, except the activity books which were to be replaced annually by the Provincial Governments, were expected to last for at least three years.

Part Three

IN-DEPTH STUDY OF NATIONAL APPROACHES

A. Development of printed materials and influence of various factors

The participants made in-depth analyses of various factors which influence the determining of:

1. The content of teaching/learning materials (including textbooks); and
2. The methods of teaching/learning.

Among others, the following factors have been identified to have either direct or indirect influence on both the content of the instructional materials, as well as on the teaching and learning methods.

a) the teachers themselves;

b) the pupils (either through feedback from the pupils, or through research findings based on students cognitive evaluation);

c) the parents (directly – through teacher-parent contact – or indirectly through parent opinion expressed through the means of mass media; as well as – as a separate category – those parents that are directly involved in education);

d) the curriculum developers:

e) the teacher trainers, and supervisors;

f) the mass media (newspapers, radio, television, etc.)

g) experts; both subject matter specialists and educational researchers;

h) publishers (both private and governmental);

i) book distributors (including specialised agencies or government bodies); and

j) educational administrators.

BANGLADESH

Determining the contents of printed materials (including textbooks) is influenced by all categories of persons; including university teachers, curriculum experts, subject specialists, classroom teachers. Guardians as well as students are directly or indirectly involved in determining the contents of printed materials.

In case there is a need for reprinting the materials, the opinion of teacher-trainers and trainees are also taken into consideration. Besides this, opinion expressed through mass-media especially radio, TV, daily newspapers and letters expressing comments sent to the National Curriculum and Textbooks board (NCTB) are also taken into consideration.

National policy also determines the content of printed materials. According to the policy, topics on population education, moral teaching, lives of the martyrs have to be included in the contents.

There is also an Association for Mathematics which is working on determining the contents of mathematics for grades I to X.

Methods of teaching/learning are mainly determined by the subject matter specialists. Teachers are trained in Primary Training Institutes (PTIs) and Teachers' Training Colleges (TTCs) on different methods of teaching, but it is anticipated that each individual teacher will know best which method to be followed in what situation. Students are being involved in out-of-school activities in order to obtain some practical knowledge and experience side by side with the theoretical knowledge. The "learning by doing" method is employed in almost all school subjects. Parents are also involved in this method by encouraging their children to learn. At the same time, children who are taught to learn mainly the theoretical aspect of knowledge are encouraged to co-operate or assist their parents to learn some theoretical aspects. It is a kind of two-way process of learning.

The "Community Learning Centre" project was introduced in the country in 1982. A two-way process of learning is implied in this project. A Parent-Teacher Association has been formed which meets at least once a month and discusses the problems in sending children to school.

Data have been collected on the socio-economic condition of the parents. Parents are encouraged to do some work such as vegetable gardening or poultry farming, which supplements their income as well as nourishing their children who are suffering from malnutrition.

MALDIVES

Various factors influence the development of printed materials and the determination of methods of teaching/learning.

In determining the content of printed materials, the most important role is played by the curriculum developer. The next important person involved in determining the content of the materials including textbooks, is the textbook writer. Besides these the subject specialists, teacher trainers and educational administrators are also involved in the determination of the content of instructional materials. Parents are indirectly involved in determining the content of learning materials.

The content of the textbooks must be relevant to the physical and mental development of the child. It is also important to determine the volume of the

content of each text (within the time of the lesson) so that all materials are comprehended. Another important factor to be taken into consideration is the relevance to the child's actual environment.

Teacher trainers and other educators play significant roles in the determination of the methods of teaching/learning. Due to the fact that these people have to keep in constant touch with the practising teachers, they have to be thoroughly familiar with all kinds of existing methods of teaching. Educational supervisors also play an important role in the implementation of appropriate methods. It may be noted that the curriculum developers and the textbook writers also have to play certain roles in the teaching/learning methods, which reflect the content of the curriculum and textbooks depending on their sequence and mode of presentation. Very often children learn not only in the classroom but also at home, by using some locally available materials and teaching aids obtained from school. Parents also play an important role in the out-of-school learning since children spend more time at home and with the family than at school.

REPUBLIC OF KOREA

The content of textbooks and other related printed materials is determined by the Ministry of Education, in close collaboration with the Korean Educational Development Institute (KEDI) which submits the original proposal for the approval of the Ministry and later participates in the revision, based on research of all instructional materials.

The development of the instructional materials is the result of a team effort. Under the guidance of a Consultation Committee, a team of writers and illustrators produces the manuscripts of all instructional materials, which are submitted to an Evaluation Committee for review and approval.

The content of instructional materials is influenced by the composition of the Consultation Committee. The Consultation Committee consists of three to five curriculum specialists, two to three primary education specialists, one to three Ministry officials and between 10 to 20 subject matter specialists plus 10 to 20 teachers.

On the other hand, the content of instructional materials depends on the manuscript writers comprising five to 20 text writers (teachers and professors – specialists in the subject plus educational supervisors); three to five illustrators; three to four editors; and three to five proof-readers.

The product is evaluated by an Evaluation Committee which comprises: two to three curriculum specialists; two to three primary school educators; five to 15 subject matter specialists; and two to five editors.

The whole of Korean society is deeply interested in the content of all instructional materials and has its influence on their content aiming to educate tomorrow's citizens with high moral character.

The teaching/learning methods employed are basically student-centred aiming at promoting students' creativity and building character with high moral values.

The methods involve students' motivation to learn, arousing their interest, and developing their creative thinking, concentration, sense of judgement and link with the reality through a practical application approach in the school and out-of-school activities.

The methods of teaching are based on the principle of understanding the core of the subject matter, which is strengthened through illustration, linking theory with practice. In Korean language, for example, the teaching and learning processes are linked through encouraging children to write their own compositions after listening to some stories. In both, story telling and composition writing, strong emphasis is placed on moral values and character building. Typical examples of these methods are presented in the programmes, "We are the First Graders", "Daily Life", etc.

SOCIALIST REPUBLIC OF VIET NAM

The content of the teaching/learning materials is determined by the reality of everyday life. Learning of Vietnamese language is strongly emphasized by exposing children to Vietnamese literature. Before beginning to learn from the alphabet book all children have been exposed to the early childhood lullabies, the captivating tales told by the grandparents and parents, as well as through the songs and playing games at the kindergartens. The whole society has strong influence on determining the content of all instructional materials by expressing public opinion.

The methodology of teaching and learning Vietnamese can be illustrated by the following examples: the present, new alphabet book is different in its methodology compared to the old one. Thus, the old, uninteresting and monotonous way of learning to spell is replaced by new, more interesting methods of reading and writing. This method is following the basic pedagogical principles from known – to unknown; from simple to complex; and always relating theory to practice, to the real life.

While learning to read, or to cite verses, children are not only requested to learn them orally, but also to pay attention to the correct pronunciation and spelling.

The consolidation of the initial knowledge acquired during grade I continues through grades II and III through the textbooks entitled "Vietnamese language."

These textbooks are written so as to develop high moral values in the character of the children along with learning to read, speak and write correctly. The mother tongue learning is strongly supported by additional literature in Vietnamese, through selecting the finest examples of literature which are appropriate to the children's age.

Textbooks and related teaching/learning materials

Thus, the language teaching is strongly motivated and emphasized through the use of appropriate literature, which promotes the character building and developing of all-sided persons.

SRI LANKA

The development of printed materials is influenced by various factors such as:

1. Government policy – implemented by the Curriculum Development Centre (CDC) – Advisory Council involves: university personnel, subject-specialists, practising teachers in real-life situations, and trainers of educators;

2. Mass media influences determining the content of the instructional materials through: radio, television, daily papers – educational supplement, and educational magazines;

3. Parents exert their influence through: School Development Society, or Parents/Womens' Associations;

4. Educational research findings also have an influence on the content of the instructional materials. The research may be conducted by the Ministry, the Educational Publishing Department, National Book Development Council, or Marga Institute;

5. Teachers influence the content of instructional materials mainly through the Pre-service/In-service Education Centre; Teacher Centre and the Master Teachers;

6. Other organizations which have some influence through various educational projects are: UNDP/Unesco, Norwegian Aid Programme (NSRAD), and through letters to the Ministry; and

7. The pupils themselves influence the content of the textbooks through the feedback information obtained.

Research findings on unique features of various publications on the educational process also have some influence.

Besides the development of teaching/learning materials, the methodology in teaching/learning is also influenced by: research done in other countries; teachers' comments; public comments; research/survey findings in own and other countries; students comments; and results of pre-testing of every kind of teaching/learning materials.

The literacy campaign will also influence the educational practice and teaching/learning methods both at school and at home and it also provides for the upgrading of parents in their vocations which indirectly influences the socio-economic situation of the child and the development of the child.

THAILAND

Since the promulgation of the 1960 Primary School Curriculum, a number of researches have been conducted on the effectiveness of the curriculum and on students' achievement in various subjects.

Problems, comments, suggestions and recommendations from individuals and various parties concerned such as parents, columnists, educators, politicians and other groups with influence through mass media were taken for consideration. Seminars and many workshops were organized to determine the strengths and weaknesses of the 1960 curriculum and to survey various curriculum designs which are used as a basis for curriculum reorganization.

The structure of the new Primary School Curriculum (1978) comprises four main areas of learning experiences, namely – tool subjects, life experiences, character development and work-oriented experiences. The four working groups consisting of teachers, supervisors, subject specialists, experts on curriculum development, evaluation, child psychology and educational psychology were established to develop curriculum contents and printed materials. Drafting of all instructional materials is then followed by tryout.

The table illustrates the direct or indirect influence of various factors on the content of the teaching materials.

Influencing factors: / *Teaching/learning materials, methods of teaching/learning and the process of development of teaching/learning materials:*	*Educators/Administrators*	*Teachers*	*Parents*	*Supervisors*	*Pupils*	*Teacher Trainers*	*Research Findings*	*Subject Specialist*	*Curriculum Specialist*	*Professional Author*	*Professional Illustrator*	*Publishers*	*Mass Media*
A. Determining of													
1. Content of teaching/learning materials (including textbooks)	/	/	/	/	/	/	/	/	/				/
2. Method of teaching/learning	/	/	/	/	/	/	/	/	/				
B. Process of development													
1. Preparation	/	/		/			/	/	/	/	/	/	/
2. Trial	/	/		/	/			/	/	/	/	/	/
3. Finalization	/	/		/	/		/	/	/	/	/	/	
Involvement (Directly "D" or Indirectly "I")	D	D	I	D	D	I	I	D	D	I	I	I	I

Influence of various factors in determining the content of the printed materials and the teaching learning methods

Looking over the country experiences, the following common elements or factors determining the content of printed materials (including textbooks) are found:

1. Every country has a specialized body responsible for developing the national policy on curriculum development.

2. The personnel involved in the process of determining the content include teachers, curriculum developers, educational planners, parents, supervisors, research workers and specialists as well as pupils. Other than these there are some organizations such as universities, UN agencies like Unesco, UNICEF and the mass media. There are also factors unique to some particular countries e.g. Thailand has group pressure, Viet Nam has pre-school experience in using the alphabet book, etc.

3. With regard to the involvement of each group of personnel and agency, it is difficult to estimate the degree or the extent of their involvement, which seems to be integrated at different stages.

In the analysis of various countries experiences regarding the methods of teaching/learning, again the following common features can be observed:

1. Pupil-centered methods are employed in each country and these depend on the culture, traditions and other factors, determining the traditional teacher-centred or subject-centred method.

2. Mass media in different forms especially the radio, television, school magazines and newspapers (with children's cover), and some other innovative developed techniques have contributed a great deal to the improvement of the teaching/learning process.

3. Recent research findings have contributed to the change of attitude on the part of teachers and parents which have resulted in the modification of the classroom teaching techniques, methodology, content, as well as the management of the class.

4. These also have resulted in the compilation of textbooks for various grades wherein all the countries who participated have constantly revised the school textbooks through various innovative methods unique to each particular country.

5. A two-way process of learning is initiated by some community projects which help both parents and children to learn from one another outside the classroom situation.

6. An emphasis is put on applying the total or integrated approach in teaching/learning to develop the wholesome personality of the child through activity methods, sports, work experience and co-curricular activities.

B. Process of development of textbooks and other teaching/learning materials

After a discussion of (a) the various factors influencing the content of the instructional materials, and teaching/learning methods; and (b) the process of development of these materials; the participants continued a more detailed analysis of the process of development of textbooks and other printed materials.

BANGLADESH

Preparation of materials. According to the necessity to implement the curriculum, a panel of authors is selected for each subject from amongst the teachers, suject matter specialists, and authors of books according to their specialization. The function of the supervisors (NCTB officials) is to co-ordinate the work. University professors and research personnel are sometimes included in the panel of authors.

Indirectly, the role of mass media and comments from all concerned citizens are taken into consideration during the writing process.

Manuscripts are sometimes invited on open competition basis. A board of reviewers selects the best one. Recently a new approach for writing of a science book was adopted. The best three manuscripts were selected, and from each of them the best portions were selected, compiled and edited by an editorial board.

The curriculum determines which topics should be included by the authors. The guidelines are set out by the official of NCTB about the approximate number of pages, approximate number of examples, questions to be set or not after each chapter etc. Here the supervisor plays important role.

There are different methods and approaches in the development of instructional materials. Thus, a book could be of an essay type (traditional), or could be presented in programmed form; or use more illustration etc. A subject committee, comprising supervisors, specialists, teachers, research personnel and university professors, determines the kind of presentation depending on the curriculum content.

Illustrating. Usually artists experienced in illustrating children's books are selected. Sometimes a group of artists is also involved to work as a team for a particular book. Guidelines are given by the subject-committee in accordance with the syllabus. The illustrations are also checked by the authors of the text.

Book designing. Design work is done by (i) an artist who has experience in book illustration; or (ii) experienced printers' technical personnel; or (iii) NCTB's specialists, who set the layout design. A dummy is prepared by a few experienced printers. The book design is sometimes altered during the preparation process. Guidelines for various approaches are set by the subject committee in accordance with the syllabus.

Book editing. Editing is usually done immediately after preparation of the manuscript and illustrations. An editorial board is formed with the personnel from

renowned educationalists, teachers, university professors, subject specialists and teacher trainers. Sometimes subject committee members are also members of the editorial work.

Comments of news media, comments of parents, students, teachers, are viewed most critically during editing. The guidelines of the education policy, curriculum and syllabus, and national policy, are also taken into consideration. The manuscript, ready for trial, is sent to different groups: teachers, parents, students, teacher-trainers, subject specialists and curriculum specialists.

Questionnaires prepared for the purpose are filled in by the respondents and their results analyzed. Actual classroom teaching is also observed to see how the instructional materials are accepted by the pupils. The observers use a check list prepared for the purpose. Members of special committees are involved in the trial. Sometimes representatives are sent to try out the materials.

Four country districts are selected to participate in the trial of the materials. Schools, teachers, parents, students participate in the trial in different regions.

As an example, it can be said that a manuscript prepared in 1982-1983 has been pretested in a six-month period.

Responses and observations collected during the trial are presented to the subject committees. Each committee meets different groups of people or individuals for any further clarification (if needed). Then after a thorough study, the manuscript is ready for publication.

The finalized material in book form is also sent to relevant persons/agencies. Their comments and comments of teachers, students and the mass media are used for necessary revision of the book before its next edition.

MALDIVES

Preparation of manuscripts. Writing of the manuscripts is opened to the public, and all interested. Originally there were no writers to initiate textbook writing on their own, so the curriculum development section had to identify the appropriate authors, and assign them to write the manuscripts of the books, based on the curriculum, designed and approved by the Government.

When the draft manuscripts are prepared, they are given to the illustrators. The draft illustrations are submitted to the script writers for their comments. Once the illustrations meet the satisfaction of the script writers, they are given for the lay-out and original designing. When the scripts are received they are divided into two parts for quick completion. One part is given to the calligrapher and the other part to the illustrator with the lay-out and other necessary information. Or it is at first given to the calligrapher who in turn passes it to the illustrator. When the entire book is completed both the calligrapher and the illustrator are involved in the proof-reading and editing. This is done by the original script writer, who meets both the calligrapher and the illustrator for further improvement of the manuscript.

After the originals are prepared and collected into book form they are sent to the script writer for proof-reading and editing by the curriculum development section. When the original is approved by the script writer and curriculum development section then it is duplicated for trial purposes.

Trials. The duplicated materials are sent to selected pilot schools and to subject specialists, for further comments. The pilot schools are selected from various parts of the country, which are geographically and socially different in their nature. The aim is to always use as many as possible different schools for testing. The testing of the materials takes place not only formally in the schools but also informally outside the schools where some are shown to the parents and other educators for their comments. Furthermore the comments received in any form are taken into consideration at the time of revision.

Unless there is some urgent demand for the materials, it is always better to give the actual time required for the teaching of the text in its testing. While trying out the materials it is necessary to see how realistic the materials are in their practical application.

Finalization. Once the originals are tried out formally in the schools and informally out of the schools during a specified period, the feedback is collected from the various sources concerned. The reports based on their findings are submitted to the curriculum committee for their approval. This curriculum committee consists of curriculum developers, teacher educators, teachers, educational planners and appropriate agencies of the government in relation to the contents of the particular subject. Once these are discussed and all the suggestions for further improvement are finalized, a final copy is prepared and submitted to the Ministry of Education by the Curriculum Development section of the Educational Development Centre. Then the Ministry of Education gives the approval for mass production.

NEW ZEALAND

Writing. The Ready to Read experience called on freelance writers from the community who wrote from their own experiences and the attitudes prevailing in society. They gave a wide selection of stories to choose from which reflected the community values, contemporary life styles and other cultures. The major concern was the value of the story which includes: suitability for children between ages 5-8 years old, repeatedly appealing to teachers and children, and readability in three different ways – to, with, and by children.

Illustrating. A freelance artist was commissioned to illustrate the script. The illustrations had to reflect the content of the text. The medium used had to be pen and ink, suitable for cheap printing. A rough sketch was approved before completion.

Book design. The Department of Education staff art editor handled the book design. Points to be considered include pictures to precede, support and complement the text without intruding on it, a style appropriate for the age of the readers, and a provision of appropriate clues.

Editing. An editor, a classroom teacher, was seconded for four years by the Department. The editor considered various aspects, such as, content, story structure, author's style, sentence structure, language, vocabulary, tense, and time within the story.

Each story has to be approved by an editorial committee comprising educational officers (reading and publications) chief editors, national co-ordinator, editor and two art editors. Approval for printing is given by the director of curriculum development.

Trials. These involved teachers, pupils of some 40 schools for which 1,200 copies were printed.

The children took the books home, thus involving parents. Other groups who commented on the trial books were advisers (junior classes, reading, rural schools advisers); inspectors of schools; interested groups, such as Maori Women's Welfare league and Women in Education, Educational Administrators; the Teachers Union Correspondence School Staff; and National Advisory Committee to the "Ready to Read" project.

Both formal and informal trials were undertaken. Informal trials were conducted at a few schools using the "running record" method of testing.

Formal responses were requested under the following headings: children's interest, approach used, reading level, content, predictability, difficulties, manageable challenges, length print size, illustrations, vocabulary, suggested changes, follow-up activities, overall rating: high 1 to 5 low. A "running record" sheet was provided for the teacher to fill in recording the child's reading. Here the difficulties inherent in the material itself provided information which was of great importance to the evaluation of the trials.

A school term was given to a set of trial books, covering their distribution, trial in the classroom, teacher evaluation, district evaluation, which were distilled into one report.

Finalization. From this evaluation report the books were re-assessed by the editorial committee. Some texts and illustrations were amended, some texts dropped and some sets of illustrations were redone, while some texts and illustrations were unchanged. The amendments were put before the National Advisory Committee to Ready to Read for approval to proceed with the completion of the book.

SOCIALIST REPUBLIC OF VIET NAM

The process of preparation of printed materials incorporates the following elements:

Preparation. Qualified textbook writers and illustrators are chosen (the Centre for Writing Educational Reform Textbooks (CWERT)); they study the curriculum and syllabuses, make a sketch of the manuscript with the help of the

guidelines (aim, structure, methods) and get the approval from the Minister of Education.

Writing. (The Ministry of Education gathers proposed textbook writers in the Centre for Writing Educational Reform Textbooks).

1. The group of textbooks writers studies the guidelines and prepares materials for writing the manuscript. This is followed by distribution of work among the textbook writers.
2. Each textbook writer writes separately to finish a block of lessons (lessons and revision lessons).
3. Textbook writers meet again to exchange views on the written lessons, concentrating on the content, teaching and learning methods and levels.
4. The textbooks are sent to specialized bodies, organizations working in collaboration with the Ministry of Education and specialists relating to textbook production in different places to obtain their opinions, remarks and suggestions.
5. A chosen illustrator illustrates some already written lessons with the help of the textbook writers and editor.
6. Trial of some newly-written lessons (a number of lessons) in some schools is conducted by various participants; educationists; scientists; teachers; and professional guiding officials. This is followed by further activities: exchange of ideas, remarks, suggestions for the newly-written lessons.
7. A report is made to the Minister to get his approval after the consideration of the Textbook Evaluation Board.
8. Textbook writers write the textbook manuscripts separately and each gives his manuscript according to a time schedule arranged by the CWERT.
9. A meeting of the textbook writers, editors, illustrators is then held to consider the first manuscript.
10. The manuscript is sent to the various organizations around the Ministry of Education for suggestions.
11. The illustrating work begins.
12. This is followed by collecting suggestions from the above-mentioned organizations. The editor who is responsible for a particular textbook then makes a final revision.
13. The CWERT convenes the Textbook Evaluation Board. In general, the Board consists of representatives of the National Institute for Educational Science, General Education Department, Training and Upgrading Cadres Department, School Equipment Agency, and teachers, scientists

and educationists. The board considers every aspect of the manuscript and comes to a final decision about its quality.

14. Based on the board's remarks, the writers complete the manuscript, which is then sent with the report to the Minister for approval.

15. After getting the approval from the Minister of Education, the writers finalize the manuscript.

16. The production of lay-out begins.

17. It is sent to the Printing House.

Trial and evaluation. CWERT is responsible for the organization of textbook trials with the close co-ordination of the National Institute for Educational Science, the General Education Department and the Department of Training and Upgrading of Cadres.

There are two ways of textbooks trials. One is to have some lessons tried out for the purpose of measuring the level of comprehension and the efficacy of the teaching and learning method. The second is to have the whole textbook tried out in the whole country for the all-sided consideration.

The process of textbook trials consists of the following steps:

First step: Organizing the experimental teaching of a number of chapters or lessons compiled on an experimental basis in a number of classes belonging to different kinds of schools. These series of experiments are carried out by the authors, members of the editorial board, experts of various offices of the Ministry of Education, as well as teachers and professional guiding officials in localities where experimental schools are located.

Second step: After the manuscript has been compiled and approved by the Textbook Evaluation Board of the Ministry of Education, in co-ordination with the Department for Training and Upgrading of Cadres of the Ministry of Education, the manuscript is reproduced. Copies of the books are sent to various localities (province and city educational services) for consultation. Meetings are held to announce the publication of the new textbooks. Attending the meeting are representatives of leading cadres in education, professional guiding cadres, and delegates of good teachers in the localities. Participants in the meeting are informed of the reports on the new programmes and textbooks and attend a number of experimental classes where new textbooks are taught. On the basis of all this, the participants are able to get acquainted with the new orientation of educational reforms, the new view-points regarding the programme and the fundamental contents of the new textbooks. Upon their return to their respective localities participants conduct "local information meetings" in order to get the opinion of the numerous teachers in the localities on the contents and quality of the new textbooks. They also examine the reports on the assessment of the new textbooks in various respects.

Third step: A National conference on how to use the new textbooks is then organized. This conference is attended by delegates from all localities. At the

conference participants read scientific reports or speeches in which they evaluate the contents and quality of the new textbooks; certain teachers from various localities attending the conference also give experimental lessons to illustrate the new textbooks. Then the conference continues in sub-committees (reading and recitation, vocabulary, grammar, orthography, composition, story telling) to hold discussions and exchange views on the contents and fundamental method of every subject which have been embodied in the textbooks. After the conference, scientific conferences are held in various localities so as to help teachers and professional guiding cadres prepare for the use of new textbooks in the coming school-year.

Fourth step: A conference is held to sum up the results of the use of new textbooks. The conference is organized by the Ministry of Education at the end of every school year to sum up experience and get ready for the second round of book revision.

Fifth step: A conference for summing up the three-year experience on using new textbooks for the first classes of the First level was held at the end of the 1983-1984 school year. The conference was held by the Ministry of Education in the wake of a series of investigations into the teaching of new textbooks in some key localities. The conference, which was attended by delegates from the various functional offices within the Ministry of Education, aimed at appraising the quality and efficacy of the textbooks with a view to making active preparations for the revision of the textbooks after all textbooks of the five classes of the First level have been replaced.

Finalization. As described above, the Ministry of Education approves of the quality of the textbook manuscript after considering the ideas, remarks and suggestions of varicus factors chiefly those from the Director of the National Institute for Educational Research, the Chief of the General Education Department, and also those from the scientists, educators, and teachers, together with the report of the Textbook Evaluation Board.

After the textbook is printed, the Minister approves of the proposal for book distribution by the Educational Publishing House.

The process of writing, illustrating, and editing of textbook manuscript lasts 26 months (16 months for writing, four months for illustrating and six months for printing).

It takes two months for the textbooks distribution department to distribute textbooks to the farthest schools in the country.

THAILAND

Preparation. The writing of the textbooks and reading materials is undertaken by a committee, appointed by the Ministry of Education.

The Committee is composed of 19 members, drawn from primary schools, supervisory units, and education institutions. The Committee is being advised by an advisory committee, also appointed by the Ministry of Education. This Advisory Committee is composed of specialists in subjects, linguists, child psychologists and education administrators. The Curriculum Development Centre acts as secretariat.

Textbooks and related teaching/learning materials

The guidelines for writing were formulated by the Committee, based on the content of the curriculum. Consultations were made by the Advisory Committee.

Planning of the textbooks, and supplementary reading materials as well as the Teachers' manuals is discussed in committee meetings, supported by information collected from research studies and other reference sources.

When the outline of the materials of each book is made, and the number of chapters, the number of pages, style of writing, etc. are decided upon, members are assigned to draft one or two chapters to submit to the Committee for comments and to revise or re-write them if necessary. Chapters are sent to some school teachers, educationists, or specialists for comments. Sometimes children are asked to read them. The Committee members are seconded from their relevant offices and work full-time for the writing.

With the new curriculum, first the Textbook I for grade I was prepared. After completion, the final draft manuscript was sent to the illustrator. The same illustrator designed the book.

Persons directly involved in this stage were primary school teachers, supervisors, language specialists, and officers of the Curriculum Development Centre. Results from research, in particular those concerned with compilation of graded word lists were used.

Trial. Trial copies with black and white illustrations were produced at the printing unit of the Department of Curriculum and Instruction Development and were sent out to some selected schools for trial. The teachers in selected schools were briefed about the textbooks and the teaching methods. A Teachers' Manual was simultaneously prepared.

School administrators and supervisors in the primary education administrative units were informed about the new textbooks. The first trial period lasted about one school year. Students' performances were then evaluated according to the new evaluation scheme. Results of the students' performance, along with the teachers' comments and suggestions, including complaints were collected. The Committee validated the comments, and considered adopting, omitting, correcting or revising, accordingly. Second trial copies were produced and sent out for trial again in the second year.

Not only the verbal contents were tested, the pictorial presentations were also tested to find out whether these conveyed the meaning, or whether the learners understood the meaning which the artists intended to convey.

Persons involved directly in the trial are the teachers and students in trial schools. School administrators also expressed their opinion about the new textbooks. Evaluation sheets were filled by the teachers. Some selected teachers were also interviewed by the researchers from the Division of Education Research, Department of Curriculum and Instruction Development. Research results and information collected, as well as responses from students and teachers were brought to the Committee for reconsideration and decision as to what actions should be undertaken.

Finalization. The pattern that has developed as a result of the introduction of the new curriculum is that the writers (committee members), illustrators and book-designers are directly involved at the finalization stage. The Advisory Committee is consulted and subject specialists are requested to scrutinize the manuscript before making ready for press.

The manuscript, together with illustrations, is then submitted by the Committee to the Department of Curriculum and Instruction Development for approval, and for further submission to the Permanent Secretary for Education for authorization for production and utilization in schools.

The whole process, beginning with the formulation of the new curriculum, was given wide publicity. Mass media, with newspapers in particular, were interested in the experimental projects. The national seminar and meetings held in connection with the revision of the former curriculum and the preparation of the new textbooks received attention from educationists, school administrators, teachers, parents and communities. Articles expressing comments, proposing themes which should be included in the textbooks etc. were printed in the newspapers. Their views and suggestions were collected to form an information base for any decision-making later on.

Note: Please, see also the table which reflects the experience of three countries, not represented in part B above: Republic of Korea, Malaysia, and Sri Lanka.

Persons involved in determining various factors (aspects) in the development of the teaching/learning materials

I. Preparation

Countries	*Formulation of guidelines, principles*	*Collection of information, sources materials*	*Selection/approval of writers*	*Planning/outlining of materials*	*Writing/evaluating screening manuscripts received*	*Illustrating, designing*	*Editing/evaluating of contents*
Bangladesh	National Curriculum and Textbook Board (NCTB) under the guidance of Ministry of Education	Researches, clippings from mass media, letters from parents and teachers	NCTB	Committees of writers, Committees of editors	Writers/Editors working in teams – University teachers – Teacher trainers – Classroom teachers – Curriculum experts – Specialists	Illustrators (freelance) under the guidance of NCTB officials	Book reviewers, editors under NCTB's list
Malaysia							
(i) Teacher Materials (NPSC)*	Central Curriculum Committee	Workshops Organized by Curriculum Development Centre	CDC	CDC	Writing : Subject teams in workshop	CDC	CDC
(ii) Pupil Materials (NPSC)	Central Curriculum Committee	CDC	Publishers	Writers and Publishers	Writers commissioned by Publishers evaluating /screening, textbook Bureau	Publishers	Publishers

* Remark : Teacher Materials mainly in the form of Teachers' Guides by Subject
Pupil Materials applicable for pupil textbooks and supplementary readers

NPSC : The New Primary School Curriculum Project

Countries	*Formulation of guidelines, principles*	*Collection of information, sources materials*	*Selection/approval of writers*	*Planning/outlining of materials*	*Writing/evaluating screening manuscripts received*	*Illustrating, designing*	*Editing/evaluating of contents*
Maldives	Educational Development Centre, (EDC) Ministry of Education – Educational materials production unit	Members of Curriculum Workshops organized by EDC	EDC	EDC in consultation with curriculum developers	EDC through teachers educators, teachers, curriculum specialists.	Illustrators and cailigraphers	EDC subject panel
New Zealand	Department of Education Curriculum Development Division	Working parties of selected teachers	Freelance writers submitting scripts	Editor	Editor/project team, National Advisory Committee	Art editor, commissioning freelance artists	Editor project team
Republic of Korea	Ministry of Education	Korean Educational Development Institute research	KEDI, Ministry of Education	Team of writers	Writers (teachers, supervisors, subject specialists) 5-20 in number	Illustrators	Editors, consultation committee, evaluation committee
Sri Lanka	Education Publication Department, Ministry of Education (EPD) – Curriculum Development Centre (CDC)	CDC Office Library and other Public libraries	Commissioner of Educational Publications	Writers and advisory board	Personnel of the EPD, CDC, experienced teachers	Artists of EPD	Editors of EPD

Countries	*Formulation of guidelines, principles*	*Collection of information, sources materials*	*Selection/approval of writers*	*Planning/outlining of materials*	*Writing/evaluating screening manuscripts received*	*Illustrating, designing*	*Editing/evaluating of contents*
Thailand	– Curriculum Development Centre – Committee on preparation of Teaching/ Learning Materials for Trial	Organization of a workshop on the preparation of teaching/learning materials, researchers, librarians	DCID,* Ministry of Education	Preparation committee	Members of the preparation committee	– Art unit, Book Development Centre, DCID	– Consultant committee – Preparation committee

Remark : Two Committees appointed by the Department of Curriculum and Instruction Development : one for preparing Trial editors ; the other for improvement of tried editions; and advisory committees.

• DCID : Department of Curriculum and Instruction Development

Countries	*Formulation of guidelines, principles*	*Collection of information, sources materials*	*Selection/approval of writers*	*Planning/outlining of materials*	*Writing/evaluating screening manuscripts received*	*Illustrating, designing*	*Editing/evaluating of contents*
Viet Nam	Centre for Writing Educational Reform Textbooks (CWERT)	– Commission for Selection and Writing for Reformed Vietnamese Textbooks – Movement for the Selection and Writing in Prose and Verse for the Reformed Vietnamese Textbooks – Meetings – National Conferences	Ministry of Education	Educational Publishing House and the Centre for Writing Educational Reform Textbooks	Writers, poets, teachers, persons interested in education, standing Committee to screen manuscripts received from outside	Section of illustration Educational Publishing House	– Local information meetings – National Conferences on How to use the new Textbooks – Textbooks Evaluation board

Remark : Appointment of a Commission for the Selection and Writing of Passages and Poems for reformed Vietnamese Textbooks for the First Level.

II. Try out

Countries	*Selection of Schools for trial/formulation of criteria for selection*	*Orientation/ training of teachers, Building up concepts*	*Preparation of trial edition, format*	*Decision on modes, duration of trial periods*	*Evaluation of students performances*	*Collection of responses comments, suggestions*	*Screening, verifying, validating of information received*	*Contributors of comments, suggestions*
Bangladesh	NCTB	– NCTB – Primary Training Institute	NCTB	NCTB	Teachers in classroom, and those involved in Pre-tests	NCTB	NCTB	Teachers, pupils, parents, guardians, subject specialists, curriculum experts, researchers
Maldives	EDC in co-operation with school section of Education, Ministry of Education, selected AEC's and schools	EDC	EDC	EDC in consultation with the Ministry of Education	EDC through the class teachers	EDC	EDC	Teachers, teacher-educators, subject-specialists, parents and pupils
New Zealand	National co-ordinator project team	National co-ordinator, Education officer reading	Art editor/editor	Project team	Classroom teacher	– District committees – National co-ordinator	National co-ordinator	Children, teachers, parents, the community, departmental officers, inspectors
Republic of Korea	Co-ordinator (MOE)	Co-ordinator (MOE)	MOE and KEDI	MOE and KEDI	MOE and KEDI	MOE and KEDI	MOE and KEDI	Teachers, supervisors
Sri Lanka	Selected schools	CDC	EPD	EPD	CDC, EPD	CDC, EPD	EPD	Teachers, teacher-educators, parents
Thailand	DCID, in co-operation with Primary Education Commission, Education Region Offices	DCID, CDC	Book Development Centre, CDC	CDC and Educational Research Division (ERD)	Classroom teachers, Educational Evaluation Office, DCID	CDC, ERD	Committee on Preparation of Teaching/ Learning Materials	Mass media, pupils, teachers, pupils parents, administrators, subject-specialists, mass media.

Countries	*Selection of Schools for trial/formulation of criteria for selection*	*Orientation/ training of teachers, Building up concepts*	*Preparation of trial edition, format*	*Decision on modes, duration of trial periods*	*Evaluation of students performances*	*Collection of responses comments, suggestions*	*Screening, verifying, validating of information received*	*Contributors of comments, suggestions*
Viet Nam	Educational Publishing House (EPH) and the CWERT Edition Section	Department for Training and Fostering Teachers	Educational Publishing House (EPH)	EPH	– The EPH and CWERT – The Department of general Education	– The EPH and CWERT	The EPH and CWERT	Teachers, pupils, educators, scientists, parents, researchers

III. Finalization

Countries	*Correction situational analysis : revising and rewriting*	*Preparing new sets of illustrations, new design*	*Final editing of manuscripts*	*Approval of manuscripts contents and illustration*	*Authorization for publication and utilization in schools*
Bangladesh	Team of writers under the quideance and supervision of NCTB	Illustrators under the quidance of NCTB	Editorial team	NCTB	NCTB
New Zealand	Editor	Same art editor and artists	Editor	National Advisory Committee	Director of Curriculum Development
Republic of Korea	MOE and KEDI	MOE and KEDI	MOE and KEDI	MOE and KEDI	MOE and Nat. Textbooks Compilation Co., (NTCC)
Sri Lanka	Commissioner EPD	CDC	Chief editor	Publisher/secretary	EPD
Thailand	Committee for Improvement of Teaching/Learning Materials	Same artists	Committee for Improvement and Consultant Committee	DCID	Secretary of Education
Viet Nam	EPH	Illustration Section of the Educational Publishing House (EPH)	Editors	Director EPH, the Ministry of Education	The Ministry of Education

Part Four

PREPARATION OF TEXTBOOKS AND OTHER PRINTED MATERIALS

The participants considered the following topics, relating to production, distribution, utilization and evaluation of textbooks and other teaching/learning materials.

Mechanisms and processes of preparation

1. The relationship between the education authority and the publishing industry.

2. Mass production of the prepared and approved manuscript

   a) The size of print-runs has to accommodate government policy on:

      i) the ratio of pupils to textbooks;

      ii) provision for new intakes of pupils; and

      iii) reprints for loss and wear and tear.

   b) The ways and means of production:

      i) the education authority has its own press, to print all it needs;

      ii) the education authority has its own printing agency; and

      iii) the education authority may have to find extra printing capacity.

   c) To increase the printing capacity.

      i) regional state presses may be established;

      ii) maxtrixes and film prepared and sent to local or regional printers; and

      iii) private printers may be contracted.

3. The setting, checking, and maintaining of standards.

   A textbook of high quality aims to:

      i) meet the needs of children at their level;

      ii) meet the needs of the curriculum and, through it, the country;

      iii) meet the needs and expectations of teachers and parents;

      iv) be sufficiently durable and attractive to be useful in terms of the above needs; and

      v) be available on time and in sufficient quantity to achieve the foregoing aims.

4. **Considerations**

   Quality of paper.

   What is the expected or planned life of the textbook?

   How is the book to be used, in a dimly-lit rural classroom, or finished to avoid glare?

5. **Personnel**

   In smaller countries the curriculum officer maintains the quality of production of textbooks. In other countries, book production staff, technical editors, and designers in state agencies set standards. The major problem appears to be the training of skilled staff, such as writers, editors, and designers, and the maintenance of printing standards.

6. **Checking procedures**

   Checking should be done as frequently as possible, and at different and successive stages in the production. There is need for training schemes for production staff. Safeguards need to be developed to prevent sub-standard and late work.

7. **Approval to distribute**

   The final approval to distribute the finished textbooks is usually given by the state authority.

8. **Time**

   A time framework must be developed and agreed to before the preparation of work is undertaken. The limits range from a few months to several years. The important aspect of co-ordinating curriculum and resources needs to be accounted for in production planning.

9. **The form of the materials**

   The format of textbooks includes:

   What format is best for each situation?

   To what extent should trial materials resemble the final version?

   In what ways does the planned life-expectancy and use of the publication effect its form?

10. **Distribution of textbooks**

    Questions arising concerning distribution:

    a) What use can be made of existing private or public networks for distribution?

b) What are the best forms of national, regional storage, and of regional outlets for distribution problems? What about printing in the regions from the film prepared by the state printer?

c) What packaging is appropriate for the type of delivery?

d) What alternatives, such as broadcasts, or other forms of distance learning, can be offered?

e) How can sales be co-ordinated with the existing selling and distributing networks?

f) How are checks or complaint channels for late or wrong delivery to be maintained?

g) What training of delivery personnel is needed?

11. **Utilization**

a) Orientation, building concepts about new materials among education administrators, school etc.

b) Writing and producing teachers' guides, manuals.

c) Training or retraining teachers for use of new textbooks in innovative methods of teaching.

d) Providing supporting materials; opportunity for teachers to improve their knowledge and skills.

e) Supervising teaching.

f) Planning – conducting activities to promote parents, community involvement.

g) Conducting classroom programmes.

h) Conducing remedial teaching.

12. **Evaluation**

a) Making plans to evaluate.

b) Design modes/forms for evaluation.

c) Preparing teachers' guides for student evaluation.

d) Filling an evaluation form.

e) Analyzing responses received.

Some factors to be considered while designing a publication*

"What is the use of a book," thought Alice, "without pictures or conversation?"

I was reminded of a statement of Dr. Beeby, the Director of Education under whom the School Publications Branch in New Zealand took shape during the 1940s and 1950s. "Living publications spring only from fresh and lively minds. While creative writers, artists, and editors draw strength from working within the broad framework of a vigorous education policy, they become flat and dull if they are expected to work on subjects not of their choosing. . ."[1]

We use the illustrations and the design of the book to invite the child in; the words hold the child to stay, and all the elements to invite the child to come back again. Our first requirement must be a good story. We have found that a dismal text cannot be saved by being well illustrated. Even the illustrators and art editors are affected, a poor text results in poor illustrations.

Each of our publications are worked on by two people, an editor and art editor. The task of an editor is summarized by making sure that the author's intention is clear to readers. The task of an art editor is summarized by making sure that the author's intention and that of the publication generally are conveyed and enhanced by visual means.

The editor must:

- have a clear understanding of the purpose of a publication, the client group who will work with the text,
- the way that the content may be presented,
- the text available, or the text to be commissioned.
- the art editor works closely with the editor,
- purpose of author and publication,
- designing the format,
- ways in which illustration will enhance text and publication,
- selecting and commissioning artists and photographers, picture research when required,
- selecting the kind and size of typeface,
- arranging for the printing,
- supervision of quality of work produced by the printer.

As you may have gathered there arises, while working together on a publication, a degree of tension. This "creative tension" we feel, gives us a better publication.

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* Terence Taylor

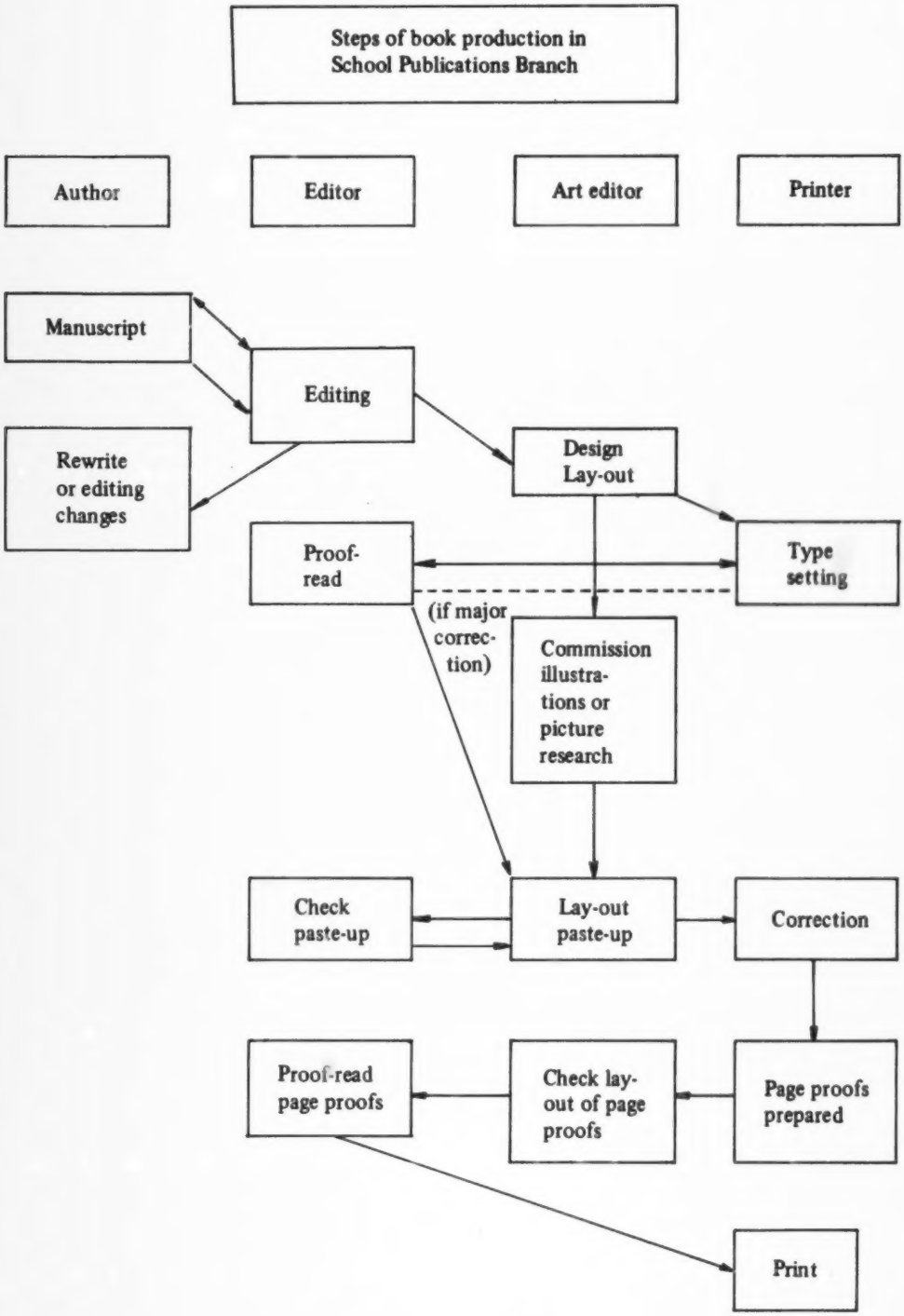
1 The New Zealand School Publications Branch, Educational Studies and Documents, No. 25, Unesco, Paris, 1957, p.6.

Some of the design factors we consider while designing a publication are:

- the material is to be printed on a standard page-size,
- the size is practical for classroom use,
- the margin is sufficient for binding, filing, etc.,
- the contents page well organized,
- the page numbers provided on the contents page must be easy to locate,
- the use of running heads,
- the typeface must withstand repeated copying, consistent spacing between the words in each sentence, unjustified setting is useful in helping meaning,
- the interrelationship between typesize, line-length, and interline space appropriate for the reader,
- avoid excessive indentation,
- if there are multiple tables, graphs, pictures, etc. in the text use a single column format,
- the illustrations must add to the text,
- the illustrations must be placed appropriately in the text,
- the quality of paper used must be right,
- when using examples are they clearly recognized as such?
- the durability and flexibility of the binding,
- when examples are presented in a different typeface, typesize or column width this use must be consistent throughout the text,
- tables, graphs, diagrams, and examples presented in the text must be clearly organized so that information is easily understood,
- does the illustrative material need captions?
- when using captions are they consistent throughout the text?
- when using mathematical texts, particular problems (e.g. equations) should be presented in a standard way throughout the text,
- is the use of colour appropriate and consistent throughout the text?

An illustration, on the surface, is visual matter which decorates and enhances, or clarifies and extends a story or an idea. At a deeper level, illustrations should help children to understand their world and enlarge their horizons – to bring back the past, to venture into the future, or to present the many facets of contemporary life, the familiar with the unfamiliar. To the country child, for example, this may be the staccato excitement of streets, of traffic, neon signs, lights, contrasts of light and shade, mass groupings of buildings and humanity; to the city child, the subtle curves of landforms and of colour, seasonal changes, plant forms, and the whole of nature.

Illustrations, at their best, should change or intensify children's perception of reality, and so produce a lasting effect on them. Illustrators must be literate


Steps of book production in School Publications Branch
Author
Editor
Art editor
Printer
Manuscript
Rewrite or editing changes
Editing
Design Lay-out
Proof-read
Type setting
(if major correc-tion)
Commission illustra-tions or picture research
Check paste-up
Lay-out paste-up
Correction
Proof-read page proofs
Check lay-out of page proofs
Page proofs prepared
Print

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people, with a love and respect for the written word. They must have the gift of interpreting the word pictorially, of adapting their technique and subordinating themselves to the message. Illustrators for children must have a deep understanding of children, and warmth of heart, sensitivity, sense of humour, excitement, and imagination.

So an art editor's job is to find illustrations for a text and to put text and pictures together effectively. First select illustrators who are likely to be sympathetic to the words. Then to avoid monotony, illustrations are commissioned from artists with different styles, and in a variety of forms and sizes with a variety of techniques, such as, fine line, pen, water colour, flat colour, coloured inks, wash and line, crayon, spatter, lino cut, pastel, colour pencil, air-brush, and collage.

We have found some of these are picture preferences of children:

1. Given a choice, pictures, containing action are preferred.
2. People, places, or incidents which are familiar are preferred.
3. Colour is enjoyed over black and white pictures.
4. Saturated colour is preferred to light tints.
5. The use of many colours is preferred to a few colours.
6. Realistic pictures are preferred over either stylistic or impressionistic pictures.

However, remember the content of many pictures is more important whether they are coloured or not. Also, important are (1) illustrations must be authentic and consistent with the text; (2) the mood of the story is more important than saturated colours; and (3) the artist's use of movement, rhythm, balance of space within the picture.

The book should help a child to want to read, and then the book should help the child to read.

Suggested guidelines to publishers*

The Ministry of Education, Malaysia, is responsible for policy decisions on the content and format of teaching-learning materials to be used by teachers and pupils in the New Primary School Curriculum Project (NPSC). Private publishers which are registered with the Textbook Bureau are then invited to participate in the development and distribution of pupil materials, i.e. pupil textbooks and supplementary reading materials. Manuscripts with illustrations produced by writers commissioned by publishers are evaluated by the Textbook Bureau with the assistance of subject specialists. Approved manuscripts are then edited, printed and distributed by these publishers according to set policies outlined in the Textbook Loan Scheme.

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* Arfah A. Aziz

Textbooks and related teaching/learning materials

With regard to the development of pupil materials, interested publishers are provided with guidelines which they should follow. These guidelines are divided into two sections;

a) Content and format of pupil materials Prepared by Curriculum Development Centre, Ministry of Education

b) Technical aspects of pupil materials Prepared by Textbook Bureau, Ministry of Education

Cuidelines on the content and format of pupil materials contain the following information:

a) Objective of materials;

b) Factors to be considered;

c) Content – type and length;

d) Number of chapters; and

e) Suggested format of presentation.

In addition to the guidelines, publishers are also provided with the following materials:

a) Teacher's Guide;

b) Curriculum specifications by learning units;

c) Subjects Syllabus;

d) List of suggested vocabulary;

e) Suggested sentence patterns; and

f) Suggested themes (for supplementary reading materials).

Following are outlines of two guidelines to publishers which were prepared by Curriculum Development Centre, Ministry of Education.

1. Language Workbook for grade III (NPSC)

   a) Objective: to assist and strengthen pupil learning and mastery of language skills.

   b) Factors to be considered:

      National Objectives of Education:

      i) National Integration and New Economic Policy;

      ii) Development of positive values and attitudes.

      Language Level: including sentence patterns, vocabulary, instructions and directives to pupils.

c) Content: To be graded from easy to difficult

Be interesting and challenging to pupils

i) Type of materials: reading passages including short stories, prose, dialogues, poems;

ii) Length: Prose: 150-200 words, 2-3 paragraphs per page,

Dialogues: 2-3 acts, 4-6 exchanges each act,

Poems: each verse 2-4 lines;

iii) Pictures: single or in a series, drawings, cartoons;

iv) Crossword puzzles;

v) Charts, tables, diagrams: e.g., Class Time Table, Weather Charts, Map from home to school

vi) Exercises: To be controlled, guided, or free. Suggested formats:

- Questions
- Filling in the blanks
- Matching
- True-False
- Completion; words, sentences

Note: Answers to all exercises must be included so that pupils can help evaluate friend's or own work.

d) Number of Chapters: A total of 72 Chapters, based on the following:

i) 35 school weeks, at 2 Chapters a week;

ii) 6 Learning units, at 12 chapters per learning unit.

e) Format of Presentation: Sample chapters are enclosed as appendix to the guideline;

2. Supplementary Readers for grade III (NPSC)

a) Objectives: To strengthen pupil's reading skills;

To develop pupil's interest in reading for pleasure;

To widen pupil's knowledge through reading.

b) Factors to be considered:

i) Overall objectives of education, i.e. national integration;

ii) Pupil's interest, boys vs girls, rural vs urban; and

iii) Pupil's level of achievement; fast, average, slow learners.

Textbooks and related teaching/learning materials

c) Content: To be based on:

i) List of suggested themes;

ii) Moral values as contained in the Syllabus for Moral Education to be integrated in stories; and

iii) Characterization: Humans or from animal world.

d) Language: Length of sentence
Sentence patterns
Vocabulary
Paragraphing

Number of words: 800-1200 words

e) Form of writing: Expository
Narrative
Poetry
Dialogues
Cartoon

Summary of national practices in participating countries for carrying out functions in relation to textbooks and reading materials for primary education

Country	*Supervision*	*Publication*	*Distribution*	*Implementation*	*Evaluation*
Bangladesh	National Curriculum and Textbook Board (NCTB)	NCTB	NCTB	NCTB, Directorate General of Primary Education according to policies laid down by MOE	NCTB, (D.G. Primary Edu.) Subject Committees, (including teachers, headmasters)
Maldives	Educational Development Centre (EDC)	EDC	EDC, MOE	EDC, MOE Teachers	EDC (Principals/ Headmaster, Teachers)
New Zealand		Department of Education School Publications Branch Private Publishers	Government Printer Dept. of Education; Education Boards	Schools Advisory services; Dept. Inspector	Inspectorate, Curriculum Development Division (CDD), Advisory Services, Commissional evaluation, Teachers Organizations
Republic of Korea	*Ministry of Education (MOE) Board of Education and Korean Educational Development Institute (KEDI)	MOE, KEDI and National Textbook Compilation Company (NTCC)	MOE, NTCC	MOE, KEDI and NTCC	MOE and KEDI
Soc. Rep. of Viet Nam	Department of General Education	Educational Publishing House	Textbooks Distribution Agency	Department of General Educ. – Teachers	Textbook Evaluation Board of the Ministry of Education
Sri Lanka	Educational Publications Development (EPD)	Publisher EPD	Chief Editor, Distribution Unit	Circuit Educ. Officers, Principals, Teachers	Curriculum Development Centre (CDC)
Thailand	Office of National Primary Educ. Commission (ONPEC) and Office of Private Edu. Commission (OPEC) MOE	Department of Curr. and Instruction Development (DCID) and Kurusabha Printing and Publishing Enterprise	Kurusabha and DCID	DCID, OPEC and ONPEC	DCID

* MOE – (Supervision and Textbook Compilation Office)

Part Five

SUGGESTIONS

The participants expressed the need for revitalization and reform of their respective country's present systems and structures for production of textbooks and other related printed materials.

Based on the Thai and New Zealand experiences, and on the Regional Seminar on Textbooks and Reading Materials, held in October 1983 in New Zealand and on the Sub-regional Workshop on the Development of Systems and Structures for Textbooks and other Related Teaching/Learning Materials, held in September 1984 in Bangkok, the participating countries will disseminate the experiences revealed through these Regional activities through various actions at national level.

Summary of proposed tentative follow-up activities at the national level

Upon their return from the Sub-regional Workshop held in Bangkok, the participants intend to organize a variety of meetings, group discussions, interviews and other means aiming to popularize the various country experiences and to disseminate the insights gained during the Sub-regional Workshop at the national level.

In Bangladesh, this will be achieved through a series of group discussions; in Maldives – through interviews of the participant by radio and national television; in the Republic of Korea – through interviews; in the Socialist Republic of Viet Nam – through articles devoted on the outcomes of the Regional-Workshop to be published in various pedagogical magazines and periodicals; and in Sri Lanka – through meetings with specialists.

The following follow-up actions have been planned to be undertaken at the national level, after the Sub-regional Workshop.

1. **Critical review and evaluation of existing materials in all participating countries:**

   a) In Bangladesh, review of the textbooks being used and of those books which have recently been revised to be used during the next academic year;

   b) In the Republic of Maldives, review of the textbooks on integrated language and the textbooks on environmental studies for primary grades I to III;

   c) In the Republic of Korea, review of the books for beginning reading;

d) In the Socialist Republic of Viet Nam, review of the initial alphabet books (ABC) and the textbooks in Vietnamese language for grade II; and

e) In Sri Lanka, a critical review of all textbooks for primary grades I and II.

2. **Development of exemplar instructional materials, including teachers' guides, workbooks, etc:**

a) In Bangladesh, development of teacher guides and workbooks;

b) In the Republic of Korea, further development of methods of teaching/learning the beginning reading of Korean language;

c) In the Socialist Republic of Viet Nam, re-writing of the teachers' guide for the alphabet book and compilation of two selections of poems and short stories for the first level of education.

3. **Organizing of national pilot training activities,** with formulated main objectives; some specific purposes and lists of various agencies/bodies/ persons planned to be involved in the organization of the national activities:

Bangladesh – National Training Workshop for two groups of specialists:

a) for textbook writers, editors, revisors and illustrators; and

b) for personnel involved in production of textbooks and other instructional materials.

The objectives, listed in their order of priority are to:

i) assess the current state of primary education textbooks and reading materials with particular emphasis on promotion of reading and utilization of books in the learning process;

ii) identify specific areas requiring improvement in the creation and production of textbooks and other materials;

iii) identify available skills and resources for the development, improvement and utilization of materials; and

iv) identify the needs of the recipient groups in introducing the new textbooks.

The following institutions are envisaged to be involved in the organization of the national training workshop:

i) National Institute of Educational Administration Extension and Research (NIEAER);

ii) Institute of Education and Research (IER);

iii) Teacher Training College, Dhaka;

iv) National Curriculum and Textbook Board (NCTB);

v) National Academy for Primary Education; and

vi) Ministry of Education.

The envisaged participation to the national workshop is 40 persons including: curriculum developers, textbooks authors, translators, editors, illustrators; distributors; teachers; supervisors; teacher educators and officials of National Curriculum and Textbook Board (NCTB).

Tentatively, the workshop will be held in the first half of February 1985, with a duration of between 7 and 10 days.

Maldives – the tentative title of the activity is: "Workshops on the revision of the integrated teaching/learning materials for primary grades I to III."

The objectives of the activity in order of national priority, will be to:

i) identify specific areas requiring improvement in the creation and production of textbooks and other materials;

ii) assess the current state of primary education textbooks and reading materials with particular emphasis on promotion of reading and utilization of books in the learning process; and

iii) identify available skills and resources for the development, improvement and utilization of materials.

The Educational Development Centre, and the Institute of Teacher Education will be involved in its organization.

The envisaged participation to the national workshop is: 27 persons including: curriculum developers, educational planners and policy makers; textbooks authors, translators, editors, illustrators, teachers, supervisors, teacher educators and headmasters.

The tentative venue of the workshop is the Educational Development Centre with a proposed duration one week during January 1985.

Republic of Korea – the tentative title of the activity is: "Workshop on the revision of the method of the teaching/learning of the beginning reading".

The objectives of the activity will be to:

i) assess the current state of primary education textbooks and reading materials with particular emphasis on promotion of reading and utilization of books in the learning process;

ii) identify specific areas requiring improvement in the creation and production of textbooks and other materials; and

iii) identify available skills and resources for the development, improvement and utilization of materials.

It is envisaged the activity will be jointly organized by KEDI and the Korean Language Section of the Ministry of Education.

The envisaged participation is 30 persons including: curriculum developers, educational planners and policy makers, educational researchers, textbooks authors, translators, editors, illustrators, teachers, supervisors, teacher educators and head masters.

The tentative venue of the workshop is the Korean Educational Development Institute.

Sri Lanka – the tentative title of the activity is: "Workshop for the in-depth study and the development of textbooks for primary grades with special reference to grades I and II".

The objectives of the activity will be to:

i) identify specific areas requiring improvement in the creation and production of textbooks and materials;

ii) assess the current state of primary education textbooks and reading materials with particular emphasis on promotion of reading and utilization of books in the learning process; and

iii) identify available skills and resources for the development, improvement and utilization of materials.

The national workshop is intended to be jointly organized by the Curriculum Development Centre and Educational Publications Department, in collaboration with the following senior faculty members: Dr. T. Kariyawasam; Dr. E. Kotalawala; and Prof. J.B. Dissamayaka.

The Workshop's outcomes are envisaged as follows:

i) preparation of A.V. materials relating to the Integrated Programme;

ii) revitalization of the curricula for the development of civic sense of good morals.

The envisaged participation to the national workshop is 30 persons, including: curriculum developers; educational planners and policy makers; educational researchers; textbooks authors; translators, editors, illustrators; publishers; teachers; supervisors and teacher educators.

The tentative venue is the Sri Lanka Foundation Institute with a proposed duration of 10 days during January 1985.

Socialist Republic of Viet Nam – the tentative title of the activity is: "Workshop on the development of systems and instructures of producing textbooks in accordance with Educational Reform".

Textbooks and related teaching/learning materials

The objectives of the activity will be to:

i) assess the current state of primary education textbooks and reading materials with particular emphasis on promotion of reading and utilization of books in the learning process;

ii) identify specific areas requiring improvement in the creation and production of textbooks and other materials; and

iii) identify available skills and resources for the development, improvement and utilization of various materials.

The national workshop will be jointly organized by the National Institute for Educational Science, Centre for Writing Education Reform Textbooks, and Educational Publishing House.

The envisaged participation in the national workshop is 40 persons, including: curriculum developers; educational planners and policy makers; educational researchers; textbooks authors; translators, editors, illustrators, publishers, distributors, teachers, supervisors and teacher educators.

The tentative venue of the workshop will be in Hanoi, with proposed duration of 10 days during January 1985.

Annex

LIST OF PARTICIPANTS

BANGLADESH	Mr. Abu Ahmad Faizul Kabir Member (Textbook) National Curriculum and Textbook Board 69-70 Motijheel Commercial Area Dhaka, Bangladesh
	Mrs. Amirun Nesa Assistant Professor (Specialist) National Curriculum and Textbook Board 69-70 Motijheel Commercial Area Dhaka, Bangladesh
MALDIVES	Mr. Abdul Sattar Hassan Assistant Director Educational Development Centre Ministry of Education Male 20-06, Maldives
REPUBLIC OF KOREA	Mr. Joon Sup Chung Curriculum and Textbook Coordinator (Supervision and Textbook Compilation Office) Ministry of Education Seoul, Republic of Korea
SRI LANKA	Mr. H.R. Chandrasekera Commissioner of Educational Publications Educational Publications Department P.O. Box 520, New Secretariat Colombo 10, Sri Lanka
THAILAND	Mr. Pramodya Chaiyakit Deputy Director-General Department of Curriculum and Instruction Development Ministry of Education Bangkok 10300, Thailand
	Mr. Siri Siributr Director, Book Development Centre Department of Curriculum and Instruction Development Ministry of Education Bangkok 10300, Thailand

SOCIALIST REPUBLIC OF VIET NAM

Mr. Hoang Tan Thu
Member of the Leading Committee of the Centre for Writing Educational Reform Textbooks
Ministry of Education
81A Tran Hung Dao
Hanoi
Socialist Republic of Viet Nam

Mr. Hoang Ba Nam
National Institute of Educational Science
101 Tran Hung Dao
Hanoi
Socialist Republic of Viet Nam

RESOURCE PERSON-PARTICIPANTS

NEW ZEALAND

Mr. Terence M. Taylor
Chief Art Editor
School Publications Branch
Department of Education
Private Bag
Wellington, New Zealand

THAILAND

Prof. Maenmas Chavalit
Adviser to the Department of Curriculum and Instruction Development
Ministry of Education
Bangkok 10300, Thailand

Prof. Dr. Chancha Suvannathat
Specialist in Child Development Research
Behavioral Science Research Institute
Srinakarinwirot University
Sukhumvit Road 23 (Soi Prasarnmitr)
Bangkok, Thailand

OBSERVERS

Mr. Ho Co
Deputy Director of Education Publishing House
81A Tran Hung Dao
Hanoi
Socialist Republic of Viet Nam

Mr. Do Quang Luu
Second Chief of the Edition
Section of Humanity Textbooks
Educational Publishing House
81A Tran Hung Dao
Hanoi
Socialist Republic of Viet Nam

Mr. Hoang Van Kieu
Chief of Textbook Planning Section
Educational Publishing House
81A Tran Hung Dao
Hanoi
Socialist Republic of Viet Nam

Dr. Arfah A. Aziz
Deputy Director
Southeast Asian Ministers of Education Secretariat
Darakarn Building
920 Sukhumvit Road
Bangkok, Thailand

Mrs. Somboon Singkamanan
Lecturer in Library and Information Science
Faculty of Humanities
Srinakharinwirot University
Bangkok, Thailand

Mrs. Chaweewan Kirtikara
Head of Supervisory Unit
Office of the National Primary Education Commission
Ministry of Education
Bangkok, Thailand

Miss Jumroen Hothai
Senior Educator
Curriculum Development Centre
Department of Curriculum and Instruction Development
Ministry of Education
Bangkok, Thailand

OFFICERS OF THE WORKSHOP

Director	–	Mr. Pramodya Chaiyakit
Chairman	–	Mr. Siri Siributr
Rapporteur	–	Mr. H.R. Chandrasekera

SECRETARIAT

Mr. A. Dyankov
Specialist in Instructional Materials
Unesco Regional Office for Education in Asia and the Pacific
G.P.O. Box 1425
Bangkok, Thailand

Dr. Siriporn Boonyananta
Curriculum Development Centre (CDC)
Department of Curriculum and Instruction Development (DCID)
Ministry of Education
Sukhumvit Road
Bangkok 10110, Thailand

Ms. Pitsawas Patumutarungsri
Curriculum Development Centre
DCID, MOE, Bangkok 10110

Mrs. Tip-Arpa Suetrong
Unesco Regional Office for Education in Asia and the Pacific
Bangkok, Thailand

Mr. Yingdej Mungkasem
Office of the Secretary
DCID, MOE, Bangkok

Mr. Pradet Gawsombat
Book Development Centre
DCID, MOE, Bangkok

Mr. Dhananiwat Chommanee
Curriculum Development Centre
DCID, MOE, Bangkok

Mr. Prasop Chandhaket
Curriculum Development Centre
Bangkok, Thailand

Sub-Regional Workshop on the Development of Systems and Structures for Producing Textbooks and Other Related Teaching/Learning Materials, Bangkok, 17-27 September 1984.

Textbooks and related teaching/learning materials for primary classes; final report of the Workshop; organized jointly by the Department of Curriculum and Instruction Development and Unesco ROEAP. Bangkok, Unesco, 1985.

72 p. (Asia and the Pacific Programme of Educational Innovation for Development)

1. INSTRUCTIONAL MATERIALS – PRIMARY SCHOOLS – ASIA/PACIFIC. 2. TEXTBOOKS – PRIMARY SCHOOLS – ASIA/PACIFIC. 3. READING MATERIALS – ASIA/PACIFIC. I. Unesco. Regional Office for Education in Asia and the Pacific. II. Title. III. Series.

371.32
372.95

LIST OF SELECTED APEID PUBLICATIONS
RELATING TO TEACHING/LEARNING MATERIALS

* *Designing instructional materials for general education and teacher training: a portfolio of experiences in Asia and Oceania. 1980.*

* *Developing instructional materials for productive skills; report. 1980.*

Inventory: low-cost educational materials; how to make, how to use, how to adapt (three volumes). 1980, 1982, 1984.

* *In-service teacher education: development innovatory strategies and instructional materials; report. 1980.*

* *Development of curricula and instructional materials with focus on mechanical and civil/building subjects; report. 1980.*

Development of curricula and instructional materials with focus on electrical and electronic subjects; report. 1981.

* *Guidelines for repackaging multi-media resources. 1982.*

* *Developing materials for biology teaching; report. 1982.*

Chemistry curriculum and teaching materials; report. 1982.

Business and commercial education: development of curricula, instructional materials, physical facilities and teacher training; report. 1982.

Distance education: exemplar training materials. 1984.

Textbooks and reading materials; report (in three volumes). 1984.

Vol. I : The "Ready to Read" Project - the New Zealand Experience
Vol. II : Outcomes of the Regional Seminar
Vol. III : Production and utilization

Instructional materials for elementary mathematics; final report. 1984. (obtainable from the National Institute for Educational Research, 6-5-22, Shimomeguro, Meguro-ku, Tokyo, Japan).

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* Out of stock

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The Asia and Pacific Programme of Educational Innovation for Development (APEID) has as its primary goal to contribute to the building of national capabilities for undertaking educational innovations linked to the problems of national development, thereby improving the quality of life of the people in the Member States.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through over one hundred national centres which they have associated for this purpose with APEID.

The 25 Member States participating in APEID are Afghanistan, Australia, Bangladesh, China, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tonga and Turkey.

Each country has set up a National Development Group (NDG) to identify and support educational innovations for development within the country and facilitate exchange between countries.

The Asian Centre of Educational Innovation for Development (ACEID), an integral part of the Unesco Regional Office for Education in Asia and the Pacific in Bangkok, co-ordinates the activities under APEID and assists the Associated Centres (AC) in carrying them out.

The programme areas under which the APEID activities are organized during the third cycle (1982-1986) are:

1. Universalization of education: access to education at first level by both formal and non-formal means;
2. Education for promotion of scientific and technological competence and creativity;
3. Education and work;
4. Education and rural development;
5. Educational technology with stress on mass media and low-cost instructional materials;
6. Professional support services and training of educational personnel;
7. Co-operative studies and innovative projects of research and research-based experimentation related to educational development.